VIPERS – Progression in Reading Comprehension Skills

Year	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
EYFS	• To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events	• To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.		• To describe main story settings, events and principal characters.	• To begin to be aware of the way stories are structured. • To follow a story without pictures or props.
Possible Question stems	• What does this word mean?	• (Looking at the pictures) What might they be feeling? How do you know?	• What might happen at the end of the story? What might happen in the story? What might happen next?		• What did you find out? What can you see on the front cover?	• Can you order these parts of the story? What happened first, next….?

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Year 1	• Discussing word meanings, linking new meanings to those already known	• Discussing the significance of the title and events making inferences on the basis of what is being said and done • Developing inference though use of pictures	• Predicting what might happen on the basis of what has been read so far		• To develop their knowledge of retrieval through images.	• To retell familiar stories orally • To sequence the events of a story they are familiar with
Year 1 SampleQuestion Stems	• What does the word…..mean in this • sentence? • Which word in this section do you think is the most important? Why? • Can you think of any other words the author could have used to describe this?	• Why was…….feeling ? • Why did…… happen? • How does .. make you feel?	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • What is happening? What do you think happened before? What do you think will happen after?	• Who is your favourite character? Why? • Would you like to live in this setting? Why/why not? • Do you like this text? • What do you like about this text?	• Who did…..? • Where did…..? • When did…..? • Why did ….. happen? • How did… ? • How many ? • What happened to……?	• Can you number these events 1-5 in the order that they happened? • What happened after • …….? • What was the first thing that happened in the story? • Sequence the key events in the story

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Year 2	• Discussing and clarifyingthe meanings of words, linking new meanings to known vocabulary, • Discussing their favourite words and phrases.	• Making inferences on the basis of what is being saidand done • Answering and askingquestions	• Predicting what might happen on the basis of what has been read so far	• Explain and discuss their understanding of books, poems and other material,both those that they • listen to and those that they read for themselves	• Asking and answeringretrieval questions	• To discuss the sequence of events in books and how items of information are related.
Year 2 Sample Question Stems	• Find and copy a word which means ……. • What does this word or phrase tell you about ……..? • Which of the words best describes the character/setting/mood etc? • Why do you think is repeated in this section?	• Why did……. say ? • Can you explain why? • What do you think the author intended when they said…..... ?	• How does the choice of character or setting affect what will happen next? • What do you think the last paragraph suggests? What will happen next?	• Why do you think all the main characters are girls in this book? • Is there anything you would change about this story?	• What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did ….. happen? • How did… ? • How many ? • What happened to……?	• Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • What are the key events in the story? Can you sequence them in relation to… ○ chronology> ○ importance? ○ character involvement> Etc.

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Year 3/4	• Using dictionaries to check the meaning of words that they have read	• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• To justify predictions using evidence from the text.	• Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, • and presentation contribute to meaning	• To retrieve and record information from a fiction text.	• Identifying main ideas drawn from more than one paragraph and summarising these
Year 3/4 Sample Question Stems	• Which word tells you that .....? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to	• Find and copy a group of words which show that... • How do these words make the reader feel? • How can you tell that ? • What voice might these characters use? • Who is telling the story?	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What makes you think this?	• Why is the text arranged in this way? • What is the purpose of this text feature? • What is the author's point of view? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	• How did...? How often...? Who had...? Who is...? Who did. .. ? • What happened to ? • What doesdo? • How ..... is . ? • Give one example of.....	• Can you number these events 1-5 in the order that they happened? • What happened after.....? • What was the first thing that happened in the story?

VIPERS – Progression in Reading Comprehension Skills

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Year 5/6	• Vocabulary from texts/wider curriculum	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Predicting what might happen from details stated and implied	• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Explain and discuss their understanding of what they have read, including through formal presentations and debates,	• Retrieval to aid in explaining, prediction and inference	• Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Year 5/6 Sample Question Stems	• What do the words ..... and .... suggest about the character, setting and mood? • Which keyword tells you about the character/ setting/mood? • Find a word or phrase which shows/suggests that..... •	• How does this paragraph suggest this? • How do the descriptions of… show that they are ..... ? • What impression of ..... do you get from these paragraphs? • What was . …thinking when .. ?	• What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	• Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here?	• How would you describe this story/text? What genre is it? How do you know? • How ..... is .....? • What can you learn about .... from this section? • The story is told from whose perspective?	• Can you summarise in a sentence the opening/middle/ end of the story? • In what order do these events come in the chapter?