

VIPERS

	Y1	Y2	Y3	Y4	Y5	Y6
	<u>Vocabulary</u>					
<u>Understanding Vocabulary</u>	Discussing word meanings, linking new meanings to those already known Suggest what a word might mean. Check whether the meaning makes sense in the context of the sentence/text.	- discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases Learn how to find the meaning of an unfamiliar word if it is explained in previous or subsequent sections. Use the context of the passage to check meaning makes sense.	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g. rereading sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning	Check the plausibility and accuracy of their explanation or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning
<u>Build a wide repertoire of vocabulary</u>	Make class collections of interesting words and use	Develop understanding of words met in	Identify where an author uses alternatives and	Consider a writer's use of specific and precise nouns,	Distinguish between everyday word meanings	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary

	them when talking about books and stories.	reading. Discuss the possible meaning of unfamiliar words they have read.	synonyms for common or over used words and speculate about the shades of meaning implied.	adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.	and their subject specific use, e.g. the specific meaning of force in scientific texts.	when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries
<u>Use a dictionary effectively</u>		Use simple dictionaries, glossaries and thesaurus to locate words by the initial letter. Use terms such as 'definition'.	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
<u>Identify how language contributes to meaning</u>	Identify some key elements of story language. Explore the effect of patterns of language and repeated words and phrases in poems and stories.	Speculate about why an author might have chosen a particular word and their reasons for this e.g. by considering alternative synonyms that	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.

		might have been used.	reading nonfiction texts.	using a glossary or dictionary.	convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts	
<u>Inference</u>						
<u>Inference - objectives</u>	Discussing the significance of the title and events Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<u>Inferential understanding – Infer from what characters say and do</u>	Begin to make simple inferences about characters from what they say and do	Make inferences about characters from what they say and do, focusing on important moments in a text.	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.	Deduce the reasons for the way that characters behave from scenes across a short story.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
<u>Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices</u>	Identify some key elements of story language. Explore the effect of patterns of language and repeated words and phrases in poems and stories.	Speculate about why an author might have chosen a particular word and their reasons for this e.g. by considering alternative synonyms that might have been used.	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods,	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.	Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.

				arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.	Consider the language used in a text and pick up the implications and associations being made by the writer.	
Adapt reading strategies in order to make inferences	Discuss possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.	Check out the meaning of an unfamiliar word where it is explained in preceding or subsequent sentences or in a glossary. Check whether their suggested meaning of an unfamiliar word makes sense in the context of the passage	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text.	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading. Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.	Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals	Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.

					when reading an extended text	
Predicting						
<u>Prediction Objectives</u>	predicting what might happen on the basis of what has been read so far.	predicting what might happen on the basis of what has been read so far.	predicting what might happen from details stated and implied.	predicting what might happen from details stated and implied.	predicting what might happen from details stated and implied.	predicting what might happen from details stated and implied.
<u>Making Predictions</u>	Make simple predictions based on clues such as pictures, titles etc	Use what they have read previously in the text to make a plausible prediction.	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.
Explain						
<u>Explain – Justify ideas about the text</u>		Answer simple retrieval and inference questions by making a point and supporting it with ‘evidence’ from a text to justify their thinking.	Re-read sections of texts carefully to find ‘evidence’ to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with ‘evidence’ from a text.	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.
<u>Explain – Develop and express understanding</u>	Discuss reasons why things happen in the texts they read or are read to them. Express understanding orally, through words or illustrations	Discuss themes, plots, events and characters, comparing stories by the same and different authors.	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to	Understand and comment on ideas introduced in a passage or section they’ve read, drawing on evidence from the text to do so. Compare and	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

			record and explain their understanding of information.	contrast stories, justifying their preferences and opinions.	ideas in appropriate and helpful formats, including graphically.	
Explain - Answer questions about a text and record understanding	Answer simple questions orally where they recall information from a text.	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering.	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.

					questions requiring open- ended responses.	
Retrieve						
Retrieve – Retrieve and record information from the text	Find information in a text about an event, character or topic. Pose questions and use a text to find answers. Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Return to a text to find information about an event, character or topic.	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing. Compare information in different texts. Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction. Give reasons why things happen where this is directly explained in the text.	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing. Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple	Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram. Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms	Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate	Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table. Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness

			graphics or in writing.	where it is presented graphically.	information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.	
Retrieve - Retrieve the meaning of unfamiliar vocabulary where this is explained in the text	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text	Learn to read on and reread sentences to find the meaning of unfamiliar words which are explained in the text.	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including rereading surrounding sentences and/ or paragraphs to identify an explanation.	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.	Apply appropriate strategies (rereading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.
Sequence/Summarise						
<u>Sequence/Summarise understanding</u>	<u>Sequence</u>	<u>Sequence</u>	KS2 - SUMMARISE Retell main points of a story in sequence. Identify a few key points	Summarise a sentence or paragraphs by identifying the most important elements. Make	Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise

			from across a non-fiction passage.	brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	text or substantial section of a text.. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.
Authorial Intent			• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• 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	• 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
Reading Skills Check that books make sense to them	Listen to their own reading, and that of others, and make a sense check at regular intervals	Check that a text makes sense to them, pausing to check understanding and rereading to regain understanding if necessary.	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning
Skim, scan and read closely	Skim read to gain an overview of a page eg title, captions etc Scan the text to locate specific	Speculate about the meaning of a section or page of	Skim opening sentences of each paragraph to get	Skim read a text to get an overview of it, scan for key	Locate information accurately through skimming to gain	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming

	information using titles, labels etc	a text by skim reading the title, contents page, sub-headings etc. Scan pages to find specific information, using key words, headings etc	an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question	words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.	an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.	and scanning Read carefully sections of texts to research information and to answer questions
Understanding the Text						
Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.	Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.	Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

Identify how structure and presentation contribute to meaning	Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of nonfiction texts, including layout, contents, use of illustrations and diagrams.	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions etc Identify and discuss patterns of rhythm, rhyme, etc which influence the sound of a poem.	Identify how structure and presentation contribute to meaning	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of nonfiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structures of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Make comparisons within and across texts			Make comparisons within and across texts.	Collect information to compare and contrast events, characters or ideas. Compare and contrast books	Make comparisons between the ways that different characters or events are presented	Make comparisons and draw contrasts between different elements of a text and across texts Compare and contrast the work of a single author. Investigate different versions of the same story or

				and poems on similar themes.	Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.	different books on the same topic, identifying similarities and differences.
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