

# Reading Skills Progression

The **VIPERS** (created by Rob Smith, The Literacy Shed) are a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2. **VIPERS** is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stand for

## KS1

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**equence

## KS2

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**ummarise

*\*In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.*

*In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.*

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, **VIPERS** is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

## KS1

In Key Stage One children reading skills are taught and practised using the **VIPERS** during whole class reading sessions

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

## KS2

In Key Stage Two children reading skills are taught and practised using **VIPERS** during whole class reading sessions.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

## Using VIPERS in Book/Novel Study and Reading across the wider the Curriculum


When planning for Book/Novel Study, teachers plan out the sequence of chapters/text they will read to the class, signposting vocabulary or questions on post its (in the adult's copy), as well as noting what VIPERS reading skill activities pupils will be focusing on during the reading. The VIPERS are shared at the beginning of every session. They are displayed on the interactive white board, with pre-set questions. There may be a specific focus, but all VIPERS must be covered within each whole text. Vocabulary is taught, overlearned and embedded throughout the Book/Novel Study and forms part of every session and is cascaded down into the wider curriculum to allow these words to be used in different contexts.

Over the week, there is an expectation that a written comprehension activity, incorporating the VIPERS will take place and any answers will be recorded and kept, to provide evidence towards reading assessments and moderation.

### Examples of book/Novel Study planning

**Read the blurb.**

The white dolphin is a sign that Kara and Talo can't stand each other. When they first meet, Kara and Talo can't stand each other. But as discovering an ancient dolphin cult on the beach, they know they must work together to save it. Now friends, they set out to find the truth behind the disappearance of Kara's mother, and to protect the nearby reef.



**Infer**

Here are some examples from the text of what Kara says and does. How can we use them to infer how she is feeling?

What Kara says or does	How Kara might be feeling
1. I spin round and glare at them. "Shut up about my dad!" (Page 2)	Kara feels aggressive about her dad. She is judgemental towards him.
2. I hurt the book at him. (Page 5)	
3. I hammer on the caravan door. (Page 8)	
4. I grab my bag and run. (Page 11)	

**Vocabulary**

Have you changed your mind? Which words/phrase have been chosen to entice the reader into reading the story? **Vocabulary**

Chapter Twelve and Thirteen

Chapter Twelve talked about the word 'traitor'. What does it mean?

Does Cressida believe that Joan let Tom out for fresh air?

Will Cressida tell Great-Grandmother that Tom has left his room?

Explain how the author shows the developing relationship between Tom and Cressida.

Who does Tom say slago is?

What heading or title would you give this chapter?

English long-term plan

	Autumn 1	Autumn 2	Year 6 - English Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Question</b>	Why is the Earth so angry?	What makes a war here?	Do we agree with Darwin's theory of evolution?	Who was the real Tutankhamun?	Who was really responsible for the sinking of the Titanic?	Why is the fishing industry so important to local communities?
<b>Storytelling text for writing</b>	Impossible  Defeating the monster	Beyond the Lines - Short Film  Finding Tale	Orca Smart Fish  Waking Tale	THE EGYPTIAN CINDERELLA  Rags to Riches	Titanic  Warning tale	The Lighthouse - Short Film  Character flaw
<b>Writing across the wider curriculum</b>	Journalistic and Poetry	Diary and Letter	Non-chronological Report and Biography	Playscript and Instructions	Explanation and Persuasive	Recount and Balanced Argument
<b>Novel Study</b>						
<b>Comprehension linked to wider curriculum</b>	Stage 6: Electricity Physics: Understand electrical circuits	Stage 6: Light Physics: Understand light and seeing	Stage 6: Evolution Biology: Understand evolution and inheritance	Stage 6: Heart and Circulation Biology: Understand and human		

### Reading across the wider curriculum

**VIPERS QUESTIONS**

**S** Why was Franklin important to the United States of America?

**I** How could you create static electricity according to the text?

**V** Find and copy a word in the text that tells you Franklin made up for the fact he didn't complete his education.

**I** Which word in the text has a definition closest to "tried out new methods"?

**S** Why did Franklin's lightning rod save lives?

During his lifetime, Benjamin Franklin achieved many things. Not only was he one of the founding fathers of the United States of America, but he was also a genius inventor. He didn't complete his education as well as others because he ran out of money, but he read enough books to compensate for this for the rest of his life.

For a long time, it was assumed that electricity was generated by rubbing two objects together. Benjamin Franklin was the first to suggest that it was actually a force that could be harnessed. He was the first person to realize that electricity actually flows from one object to another. He was the first to suggest that electricity could be used to power a machine. He was the first to suggest that electricity could be used to power a machine. He was the first to suggest that electricity could be used to power a machine.

Franklin was the first person to use the term positive and negative in terms of electricity. He was the first to suggest that electricity could be used to power a machine. He was the first to suggest that electricity could be used to power a machine. He was the first to suggest that electricity could be used to power a machine.

## Vocabulary

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand and recognize simple recurring literary language in stories and poetry.</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.</p>	<p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
<p>Can you find a noun/adjective/verb that tells/shows you that...?</p> <p>Why do you think that the author used the word... to describe...?</p> <p>Which other word on this page means the same as...?</p> <p>Find an adjective in the text which describes...</p> <p>Which word do you think is most important in this section? Why?</p> <p>Which word best describes...?</p>	<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <p>Can you find this word in the dictionary?</p> <p>By writing in this way, what effect has the author created?</p> <p>What other words/phrases could the author have used here?</p> <p>How has the author made you feel by writing...?</p> <p>Which word tells you that...?</p> <p>Find and highlight the word that is closest in meaning to...</p>	<p>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</p> <p>What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created?</p> <p>Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...?</p> <p>Which word is closest in meaning to...?</p>	<p>Can you quickly find... in the dictionary and thesaurus?</p> <p>What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?</p>	<p>What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</p>

# KS1 Reading Vipers

## Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

### Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?

# KS2 Reading Vipers

## Vocabulary

Find and explain the meaning of words in context.

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

## Inference

Year 2	Year 3	Year 4	Year 5	Year 6
Make inferences on the basis of what is being said and done.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<p>What do you think.... means?</p> <p>Why do you think that?</p> <p>Why do you think...?</p> <p>How do you think...?</p> <p>When do you think...?</p> <p>Where do you think...?</p> <p>How has the author made us think that...?</p>	<p>What do you think.... means?</p> <p>Why do you think that?</p> <p>Why do you think...?</p> <p>How do you think...?</p> <p>Can you explain why...?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>Find and copy a group of words which show...?</p> <p>How does the description of ... show that they are...?</p> <p>Who is telling the story?</p> <p>Why has the character done this at this time?</p>	<p>What do you think.... means?</p> <p>Why do you think that?</p> <p>Could it be anything else?</p> <p>I think....; do you agree?</p> <p>Why / why not?</p> <p>How do you think...?</p> <p>Can you explain why...?</p> <p>Can you explain why based on two different pieces of evidence?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>Find and copy a group of words which show that...</p> <p>What impression of ...do you get from this paragraph?</p>	<p>What do you think... means? Why do you think that? Could it be anything else?</p> <p>I think....; do you agree?</p> <p>Why/why not?</p> <p>Why do you think the author? decided to...?</p> <p>Can you explain why...?</p> <p>Can you give me evidence from somewhere else in the text?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>How does the author make you feel?</p> <p>What impression do you get from these paragraphs?</p>	<p>What do you think... means? Why do you think that? Could it be anything else?</p> <p>I think....; do you agree?</p> <p>Why/why not?</p> <p>Why do you think the author decided to...?</p> <p>Can you explain why...?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>How do other people's descriptions of ...show that...?</p> <p>Where else in the text can we find the answer to this question?</p>

## KS1 Reading Vipers

### Infer

Make inferences from the text.

#### Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

## KS2 Reading Vipers

### Infer

Make and justify inferences using evidence from the text.

#### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

## Prediction

Year 2	Year 3	Year 4	Year 5	Year 6
Make plausible predictions about what might happen on the basis of what has been read so far.	Understand what he/she reads independently by predicting what might happen from details stated.	Understand what he/she reads independently by predicting what might happen from details stated and implied.	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Where do you think... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might... say about that? How does the choice of character affect what will happen next?	Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?	Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text.	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?

## KS1 Reading Vipers

### Predict

Predict what you think will happen based on the information that you have been given.

#### Example questions

- 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?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

## KS2 Reading Vipers

### Predict

Predict what might happen from the details given and implied.

#### Example questions

- 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 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.

## Explain

Year 2	Year 3	Year 4	Year 5	Year 6
Explain what has happened so far in what he/she has read	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Identifying how language, structure, and presentation contribute to meaning	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?	What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here? Which section was the most ...? Why?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?

## KS1 Reading Vipers

### Explain

Explain your preferences, thoughts and opinions about the text.

#### Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

## KS2 Reading Vipers

### Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

#### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- 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 affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

## Retrieval

Year 2	Year 3	Year 4	Year 5	Year 6
Answering and asking questions.	Understand what he/she reads independently by asking questions to improve his/her understanding of a text.  Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction over a wide range of subjects.  Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity.	Understand what he/she reads by asking questions to improve his/her understanding of complex texts.  Retrieve, record and present information from non-fiction	Ask questions to improve their understanding.
Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?	Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?	Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?	Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?	Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?

## KS1 Reading Vipers

### Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

#### Example questions

- 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.....?

## KS2 Reading Vipers

### Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

#### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

## Sequence/Summarise

Year 2	Year 3	Year 4	Year 5	Year 6
Discussing the sequence of events in books and how items of information are related	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Summarise main ideas from more than one paragraph, identifying key details which support these.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
<p>What happens in the story's opening? How/where does the story start? What happened at the end of the...? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?</p>	<p>What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?</p>	<p>What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome?</p>	<p>What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in ... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme?</p>	<p>What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in ... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?</p>

### KS1 Reading Vipers

#### Sequence

Sequence the key events in the story.

##### Example questions

- 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?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

### KS2 Reading Vipers

#### Summarise

Summarise the main ideas from more than one paragraph

##### Example questions

- 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?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?