Brackenwood Infant School – Reading comprehension skills progression document – VIPERS

Subject:	Reading at Brackenwood Infants – VIPERS Focus -EYFS					

Commentary	• VIPERS is used to support progression whilst teaching reading comprehension skills to pupils through guided reading lessons.
	• The word VIPERS is a mnemonic for the main areas associated with reading comprehension within the National Curriculum.
	• VIPERS has slightly different meanings between KS1 and KS2 which are detailed below:
	  • **KS1: Vocabulary, Inference, Predict, Explain, Retrieval and Sequence**
	  • KS2: Vocabulary, Inference, Predict, Explain, Retrieval and Summarise					

Year/VIPERS	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.
EYFS Sample 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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Subject:	Reading at Brackenwood Infants – VIPERS Focus –Year 1
Commentary	• VIPERS is used to support progression whilst teaching reading comprehension skills to pupils through guided reading lessons. • The word VIPERS is a mnemonic for the main areas associated with reading comprehension within the National Curriculum.

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
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 Sample Question 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 it?	• 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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Subject:	Reading at Brackenwood Infants – VIPERS Focus – **Year 2**					
Commentary	• VIPERS is used to support progression whilst teaching reading comprehension skills to pupils through guided reading lessons. • The word VIPERS is a mnemonic for the main areas associated with reading comprehension within the National Curriculum. • VIPERS has slightly different meanings between KS1 and KS2 which are detailed below:					

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 2	• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary, • Discussing their favourite words and phrases.	• Making inferences on the basis of what is being said and done • Answering and asking questions	• 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 answering retrieval 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… o chronology› o importance? o character involvement› Etc.