

Reading Skills Progression

The VIPERS, conceived by Rob Smith of the Literacy Shed, serve as a set of reading prompts aligned with the 2016 reading content domains specified in the National Curriculum Test Framework documents for both Key Stage 1 (KS1) and Key Stage 2 (KS2). VIPERS, representing an acronym, aids in recalling the six reading domains crucial to the UK's reading curriculum. These domains are deemed essential for enhancing children's comprehension of texts, encompassing key areas of knowledge and understanding.

VIPERS stand for

| KS1 | KS2 |
|---|--|
| V ocabulary I nfer P redict E xplain R etrieve S equence | V ocabulary I nfer P redict E xplain R etrieve S ummarise |

In KS1, the domain 'Explain' is not explicitly listed among the content domains. Instead, it prompts children to articulate why they have reached specific conclusions and to express their preferences, thoughts, and opinions regarding a text. In KS2, the 'Explain' section expands to cover the additional content domains of 2F, 2G, and 2H, which are absent in KS1.

The six domains under VIPERS specifically target the comprehension aspect of reading, distinct from mechanics such as decoding, fluency, and prosody. VIPERS does not function as a reading scheme; rather, it serves as a method to ensure that teachers pose a variety of questions and that students become familiar with them. This approach facilitates tracking the types of questions asked and enables targeted questioning in subsequent sessions.

For Key Stage One, the VIPERS are employed in teaching and practicing reading skills during whole-class reading sessions. Similarly, in Key Stage Two, the VIPERS methodology is applied for teaching and practicing reading skills in whole-class reading sessions.

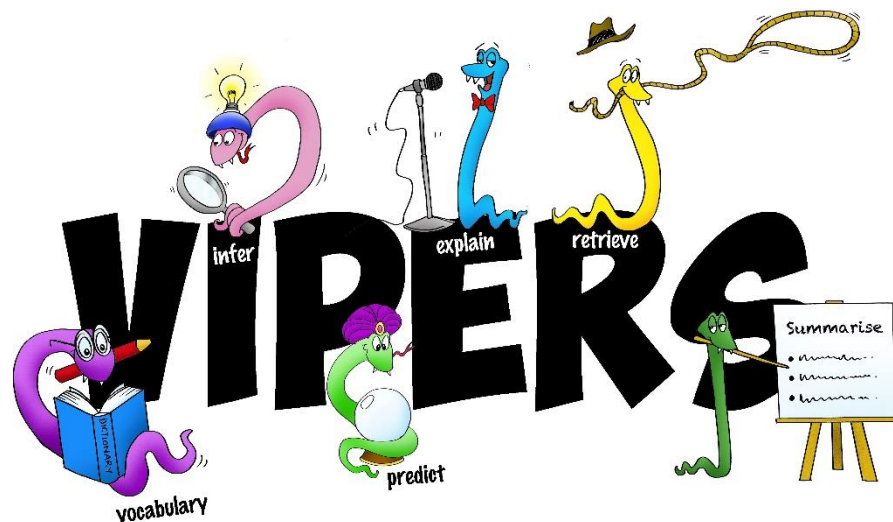
| KS1 Content Domain Reference | VIPER |
|--|------------|
| 1a draw on knowledge of vocabulary to understand texts | Vocabulary |
| 1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information. | Retrieve |
| 1c identify and explain the sequences of 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 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 preparing for Book/Novel Study, teachers plan the sequence of chapters or text to be presented to the class. They outline vocabulary or pose questions, and they explicitly identify the VIPERS reading skills that pupils will concentrate on during the reading sessions. At the beginning of each session, the VIPERS are introduced and prominently displayed on the interactive whiteboard. While there may be a specific emphasis, it is imperative to cover all VIPERS within each text.

The teaching and reinforcement of vocabulary are integral components throughout the Book/Novel Study. This extends beyond the reading sessions and permeates into the broader curriculum, enabling the application of these words in diverse contexts. A written comprehension activity, incorporating the VIPERS, is anticipated each week. Responses are documented and retained to furnish evidence for reading assessments and moderation purposes.



Vocabulary

| Previous knowledge from KS1 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|--|
| Understand and recognize simple recurring literary language in stories and poetry | Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words | 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 | 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 | Understand what he/she reads by identifying how language, structure and presentation contribute to meaning |
| Discuss and clarifying the meanings of words, linking new meanings to known vocabulary | 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 | 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 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| | | 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 | | |
| | | 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 | | |

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?

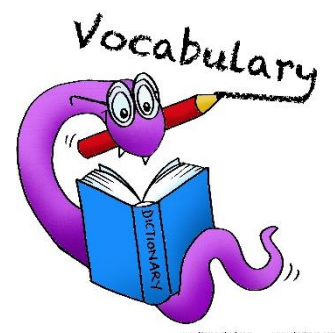
KS2 Reading Vipers

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

| Previous knowledge from KS1 | 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 |

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?

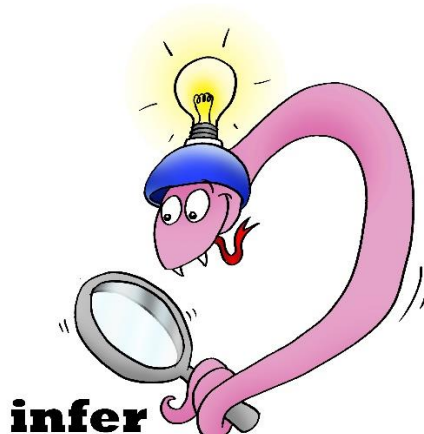
KS2 Reading Vipers

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

| Previous knowledge from KS1 | 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 |

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

| Previous knowledge from KS1 | 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 | 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 |
| | Identifying how language, structure, and presentation contribute to meaning | | | |

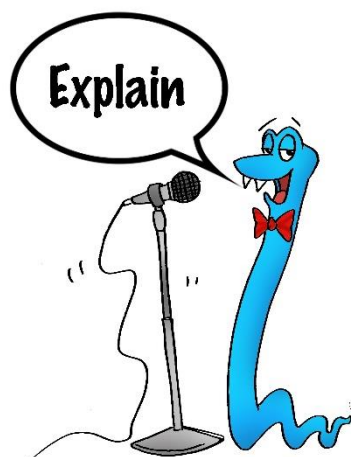
KS1 Reading Vipers

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

| Previous knowledge from KS1 | 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 nonfiction over a wide range of subjects | Understand what he/she reads by asking questions to improve his/her understanding of complex texts | Ask questions to improve their understanding |
| | Retrieve and record information from nonfiction | Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity | Retrieve, record and present information from non-fiction | |

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.....?

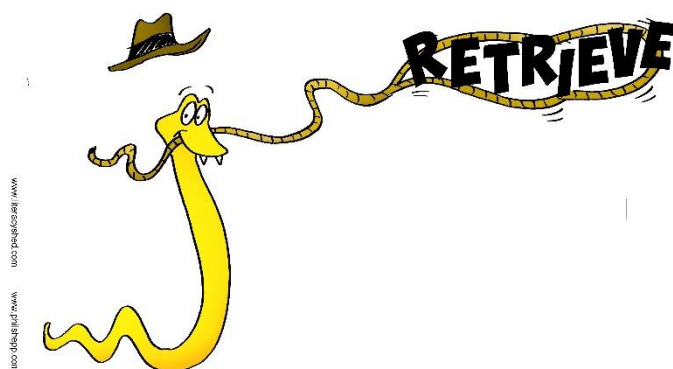
KS2 Reading Vipers

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

| Previous knowledge from KS1 | 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 |

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?

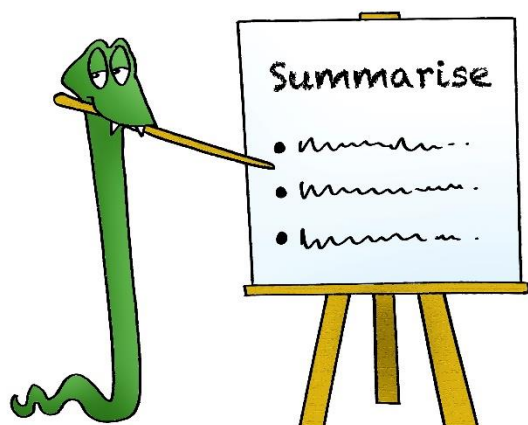
KS2 Reading Vipers

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?



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