



Moorland Primary School – Progression of VIPERS Reading Domains

	Vocabulary	Inference	Predictions	Explain	Retrieval	Sequence/ Summary
Year 6	<p>Explain an understanding of words in context.</p> <p>Point to language that is expressive, figurative or descriptive and creates effects in poetry and prose.</p> <p>Talk about an author's techniques for describing character settings and actions and the impact they are designed to have on the reader.</p> <p>Read around the word and independently explore its broader meaning within a section or paragraph.</p>	<p>Infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations.</p> <p>Infer, deduce and speculate about the feelings of the main characters (e.g. unhappy, unhappy, angry or stressed) making references to supporting quotations.</p> <p>Answer questions that require thinking beyond the text.</p>	<p>Make predictions about what might happen next from the stated and applied details in a text.</p>	<p>Provide reasoned justifications for their views using evidence in the text to support this.</p>	<p>Point to parts of a text that support an idea or an opinion.</p> <p>Make up questions that help to review a text and improve understanding, skimming, scanning and reading before and after to retrieve and record information using evidence from across the text.</p>	<p>Use skimming, scanning and note-taking to identify the key points in a text.</p>
Year 5	<p>Apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words.</p> <p>Point to ways an author has used language precisely to get across a point of view.</p> <p>Give an antonym, a synonym and examples of their usage with a wide range of words.</p> <p>Use a range of technical terms to describe what has been read including metaphor, simile, analogy, imagery, style and effect.</p> <p>Point to ways a writer has chosen key words and phrases to capture the readers interest.</p>	<p>Deduce from the evidence in the text what the characters are like and why they act as they do.</p> <p>Say something about the way a writer describes characters that are not literal e.g. through details or the language used.</p> <p>Give examples of ways in which words have been used figuratively to give a special effect.</p>	<p>Participate in discussions about a book and predict what might happen.</p>	<p>Explain similarities and differences between different versions of a story or text.</p> <p>Explain thoughts and use points raised from the different perspectives to help clarify ideas e.g. "On the one hand... on the other.."</p>	<p>Select and give the main points of an information text.</p> <p>Locate and use information from a range of given sources both fiction and non-fiction to investigate question or topic.</p> <p>Children skim, scan and read before and after to retrieve and record information using evidence from a larger part of a text.</p>	<p>Skim materials to gain an overview of the text.</p> <p>Summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters.</p>



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	Children read around the word and are taught to explore its broader meaning within a section or paragraph.					
Year 4	Consistently use knowledge of root words, prefixes and suffixes to get the likely meaning of unfamiliar words. Talk about the possible meanings of new words within a sentence. Point to different types of sentences a writer has used. They also use the skill of linking words to other words that they know.	Talk about the way a writer's choice of words makes the reader feel or think.	Justify predictions about a text through talking about what have been noticed so far.	Describe some similarities and differences between poems that have been read. Find and tell the main arguments for and against a particular point of view in a text.	Find what is needed in a book by searching quickly for key words or phrases. Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.	Understand what they read independently by identifying main ideas from more than one paragraph and summarise these. Tell someone else that the main ideas in a fiction or non-fiction text at their own reading level.
Year 3	Find given words in dictionary. To read around an unknown word to find the meaning of an unfamiliar word. They also use the skills of looking at the picture, finding root words and breaking words down.	Suggest how a character might be feeling or why they chose to act in particular ways.	Use the details in a text to help predict what might happen next.	Understand what they are reading by checking the text for evidence.	Ask questions which will help to better understand a text. Retrieve from a range of non-fiction text. Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction using some quotations.	Explain a book's message or main theme in their own words.
Year 2	Use the meanings of known words to try to understand the meaning of an unfamiliar word. Children discuss new word meanings and link them to words that they already know, including root words.	Talk about things that might have happened in a story and make predictions. Express an opinion about the way a story is unfolding/	Talk about things that might have happened in a story and make predictions. Express an opinion about the way a story is unfolding.	Talk about a part of a story and explain why they liked it using the text to support their answers. Give an opinion about events and actions within the text.	Ask other people simple questions about a text. Refer to parts of the text to help me explain what was an enjoyable and/or not enjoyable about a book. Retrieve from a non-fiction text. Children explain their understanding of what they	Talk about the sequence of events in books and how they are linked to one another. Use information in the text to talk about a story that is being read or listened to.



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					have read themselves by answering simple questions about what has happened.	
Year 1	Talk about the meanings of some simple words e.g. how they link to words already known. They use the pictures to support them to do this.	Suggest something that might happen next in a story that is being read.	Suggest something that might happen next in a story that is being read.	Find key words in a text to answer a question.	Answer simple questions about the books that have been read. Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.	Talk about the sequence of events in books and how they are linked to one another. Use information in the text to talk about a story that is being read or listened to.
Reception	Use vocabulary and forms of speech that are increasingly influenced by their experiences of books to clarify their thinking, ideas and feelings.	Verbally predict what might happen next.	Verbally predict what might happen next.	Respond to questions about a text by using the pictures and key words to help them.	Verbally answer simple questions about a book they are reading. Knows that information can be retrieved from books and computers. Children answer simple recall questions verbally about stories they follow without pictures and prompts.	Retell a story which they are familiar with.
Nursery	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Children build up a vocabulary that reflects their experiences.	Suggest how the story might end. Join in with predictable phrases or words.	Suggest how the story might end. Join in with predictable phrases or words.	Able to find a picture in a book to support their understanding.	Recognises familiar words and signs such as own name and advertising logos. Children answer simple recall questions verbally about known stories and can retell simple past events.	Knows information can be relayed in the form of print. Describe main story settings, events and principal characters. Recall information from a text.