



## VIPERS

Once our children have completed the Read, Write Inc. guided reading books (during Year 2) they move on to read age-related text during their guided reading sessions. As well as accurately decoding, reading with fluency and pace the text the children will answer questions which address the domains for reading. The system used for this is VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise or Sequence) this method explicitly teaches each of these skills which allows the children to fully understand and engage with the text studied. These VIPERS are taught progressively throughout the school.

	Vocabulary	Inference	Predictions	Explanation	Retrieval	Summary
EYFS	<ul style="list-style-type: none"> <li>To use recently introduced words in their retelling of stories or in discussion and play.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what has happened in the story by using the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate – where appropriate – key events in stories;</li> <li>To talk about and respond to stories, rhymes and poetry;</li> </ul>	<ul style="list-style-type: none"> <li>To answer questions about why things happened.</li> <li>To make simple links to their own experiences or other books read.</li> </ul>	<ul style="list-style-type: none"> <li>To answer a simple question about a story.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence a story with pictures. To orally retell some of the events in known stories.</li> </ul>

			<p>recalling, sequencing and anticipating key events some as exact repetition and some in their own words</p>	<ul style="list-style-type: none"> <li>To explain why the liked or disliked a book or character.</li> </ul>		
Year 1	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>draw upon knowledge of vocabulary in order to understand the text</li> <li>join in with predictable phrases</li> <li>use vocabulary given by the teacher</li> <li>discuss his/her favourite words and phrases</li> </ul>	<p>children make basic inferences about characters' feelings by using what they say as evidence.</p> <ul style="list-style-type: none"> <li>infer basic points with direct reference to the pictures and words in the text</li> <li>discuss the significance of the title and events</li> <li>demonstrate simple inference from the text based on what is said and done</li> </ul>	<p>predicting what might happen on the basis of what has been read so far in terms of story, character and plot</p> <ul style="list-style-type: none"> <li>make simple predictions based on the story and on their own life experience.</li> <li>begin to explain these ideas verbally or through pictures.</li> </ul>	<p>give my opinion including likes and dislikes (not necessarily objective).</p> <ul style="list-style-type: none"> <li>link what they read or hear to their own experiences</li> <li>explain clearly my understanding of what has been read to them</li> <li>express views about events or characters</li> </ul>	<p>answer a question about what has just happened in a story.</p> <ul style="list-style-type: none"> <li>develop their knowledge of retrieval through images.</li> <li>recognize characters, events, titles and information.</li> <li>recognize differences between fiction and non-fiction texts.</li> <li>retrieve information by finding a few key words.</li> <li>Contribute ideas and thoughts in discussion</li> </ul>	<ul style="list-style-type: none"> <li>retell familiar stories orally e.g. fairy stories and traditional tales</li> <li>sequence the events of a story they are familiar with</li> <li>begin to discuss how events are linked</li> </ul>

Year 2	<p>discussing and clarifying the meanings of words; link new meanings to known vocabulary</p> <ul style="list-style-type: none"> <li>• discussing their favourite words and phrases</li> <li>• recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences about characters' feelings using what they say and do.</li> <li>• infer basic points and begin, with support, to pick up on subtler references.</li> <li>• answering and asking questions and modifying answers as the story progresses</li> <li>• use pictures or words to make inferences</li> </ul>	<p>predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <ul style="list-style-type: none"> <li>• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <ul style="list-style-type: none"> <li>• express my own views about a book or poem</li> <li>• discuss some similarities between books</li> <li>• listen to the opinion of others</li> </ul>	<p>independently read and answer simple questions about what they have just read.</p> <ul style="list-style-type: none"> <li>• asking and answering retrieval questions</li> <li>• draw on previously taught knowledge</li> <li>• remember significant event and key information about the text that they have read</li> <li>• Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>	<p>discuss the sequence of events in books and how items of information are related.</p> <ul style="list-style-type: none"> <li>• retell using a wider variety of story language.</li> <li>• order events from the text.</li> <li>• begin to discuss how events are linked focusing on the main content of the story.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>• find the meaning of</li> </ul>	<ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a</li> </ul>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure,</li> </ul>	<ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of 'skim and scan' to retrieve details.</li> <li>• begin to use quotations</li> </ul>	<ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important</li> </ul>

	<p>new words using substitution within a sentence.</p>	<p>specific point in the text.</p> <ul style="list-style-type: none"> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>use details from the text to form further predictions.</li> </ul>	<p>and presentation contribute to meaning of both fiction and non-fiction texts</p> <ul style="list-style-type: none"> <li>recognise authorial choices and the purpose of these</li> </ul>	<p>from the text.</p> <ul style="list-style-type: none"> <li>retrieve and record information from a fiction text.</li> <li>retrieve information from a non-fiction text</li> </ul>	<p>information in a text.</p> <ul style="list-style-type: none"> <li>give a brief verbal summary of a story.</li> <li>teachers begin to model how to record summary writing.</li> <li>identify themes from a wide range of books</li> <li>make simple notes from one source of writing</li> </ul>
Year 4	<p>using dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> <li>use a thesaurus to find synonyms</li> <li>discuss why words have been chosen and the effect these have on the reader</li> <li>explain how words can capture the interest of the reader</li> <li>discuss new and unusual vocabulary and clarify the meaning of these</li> </ul>	<p>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <ul style="list-style-type: none"> <li>infer characters' feelings, thoughts and motives from their stated actions.</li> <li>consolidate the skill of justifying them using a specific reference point in the text</li> <li>use more</li> </ul>	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>monitor these predictions and compare them with the text as they read on</li> </ul>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<p>confidently skim and scan texts to record details,</p> <ul style="list-style-type: none"> <li>using relevant quotes to support their answers to questions.</li> <li>retrieve and record information from a fiction or non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>identifying main ideas drawn from more than one paragraph.</li> <li>identify themes from a wide range of books</li> <li>summarise whole paragraphs, chapters or texts</li> </ul>

	<ul style="list-style-type: none"> <li>• find the meaning of new words using the context of the sentence</li> </ul>	<p>than one piece of evidence to justify their answer</p>				<ul style="list-style-type: none"> <li>• highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>
Year 5	<p>explore the meaning of words in context, confidently using a dictionary</p> <ul style="list-style-type: none"> <li>• discuss how the author's choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language <ul style="list-style-type: none"> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word' and *explore its meaning in the</li> </ul> </li> </ul>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul>	<p>predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on.</li> </ul>	<p>provide increasingly reasoned justification for my views</p> <ul style="list-style-type: none"> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices <ul style="list-style-type: none"> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> </ul> </li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information. <ul style="list-style-type: none"> <li>• use evidence from across larger sections of text</li> </ul> </li> <li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>• retrieve, record and present information from non-fiction texts.</li> <li>• ask my own questions and follow a line of enquiry.</li> </ul>	<p>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <ul style="list-style-type: none"> <li>• make connections between information across the text and include this is an answer.</li> <li>• discuss the themes or conventions from a chapter or text</li> <li>• identify themes across a wide range of writing</li> </ul>

	broader context of a section or paragraph.			of what they have read, including through formal presentations and debates.		
<u>Year 6</u>	<p>evaluate how the authors' use of language impacts upon the reader</p> <ul style="list-style-type: none"> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>• discuss how presentation and structure contribute to meaning.</li> <li>• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from</li> </ul>	<p>predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul>	<p>provide increasingly reasoned justification for my views</p> <ul style="list-style-type: none"> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>• Ask my own questions and follow a line of enquiry.</li> </ul>	<p>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>

		different places across the text		of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this.		
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