Year 3 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Use dictionaries to check meanings of words that they have read Discuss words that capture the reader's interest or imagination Identify how language choices help build meaning Find the meaning of new words using substitution within a sentence	Infer characters feelings, thoughts and motives from their stated actions Justify inferences by referencing a specific point in the text Ask and answer questions appropriately, including some simple inference questions based on characters feelings, thoughts and motives Make inferences about actions or events	Justify predictions using evidence from the text Use relevant prior knowledge to make predictions and justify them Use details from the text to form further predictions	Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books Identifying how language, structure and presentation contribute to meaning Recognise authorial choices and the purposes of these	Use a contents page and subheadings to locate information in non-fiction texts Learn the skill of 'skim and scan' to retrieve details Begin to use quotations from the text Retrieve and record basic information from fiction and non-fiction texts	Identify main ideas drawn from a key paragraph or page and summarise these Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a story Teachers model how to record summary writing Identify themes in a range of books Make simple notes from one source of writing

Year 3 VIPERS Progression Grid – Stem Questions

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
What does this word/phrase/sentence tell you about the character/setting/mood? Can you find the word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author of used here? How has the author made you feel by writing…? Which word tells you that…? Find and highlight the word that is closest in meaning to…?	What do you think …means? Why do you think that? Why do you think…? Can you explain why…? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show…? How does the description of … show that they are …? Who is telling the story? Why has the character done this at this time?	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?	What is similar/different about the 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?	Who are the character's in this text? When/where is this story set? How do you know? Which part of the story best describes the setting? What might this mean? How might I find information quickly? What can I use to help me navigate the book? How would you describe the story? Whose perspective is the story told from?	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 part 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?

Year 4 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Use a dictionary to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have on the reader Explain how words can capture the interest of the reader Discuss new and unusual vocabulary and clarify the meaning of these Find the meaning of new words using the context of a sentence	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because…) Infer characters feelings, thoughts and motives from their stated actions Consolidate the skill of justifying them using a specific reference point in the text Use more than one piece of evidence to justify their answer	Justify predictions using evidence from the text Use relevant prior knowledge as well as details from the text to form predictions and to justify them Monitor these predictions and compare them with the text as they read on	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts Recognise authorial choices and the purpose of these Begin to justify views with evidence or explanation	Confidently skim and scan texts to record details Use relevant quotes to support answers to questions Retrieve and record information from fiction and non-fiction texts	Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information Identify main ideas drawn from more than one paragraph Identify themes from a wide range of books Summarise whole paragraphs, chapters or texts Highlight key information and record it in bullet points, diagrams, maps etc

Year 4 VIPERS Progression Grid – Stem questions

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? 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 …? Which word is closest in meaning to …?	What do you think … means? Why do you think that? Could it be anything else? I think … do you agree? Why / why not? How do you think …? Can you explain why ..? Can you explain why based on on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that …? What impression of … do you get from this paragraph?	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 will happen next? Do you think … will happen? Explain your answers with evidence from the text.	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 is the audience? How does the author engage the reader here? Which section was the most …? Why?	Find the … in this text. Is it anywhere else? When/where is the 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?	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 theme? How might I record this to ensure the best possible outcome?

Year 5 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Explore the meaning of words in context, confidently using a dictionary Discuss how the authors choice of language impacts the reader Evaluate the author's use of language Investigate alternative word choices that could have been made Begin to look at the use of figurative language Use a thesaurus to find synonyms for a larger variety of words Rewrite passages using alternative word choices Read around the word and explore its meaning in the broader context of a section of a paragraph	Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence Make inferences about actions, feelings or events Use figurative language to infer meaning Give one of two pieces of evidence to support the point they are making Begin to draw evidence from more than one place across a text	Predict what might happen from details stated and implied Support predictions with relevant evidence from the text Confirm and modify predictions as they read on	Provide increasingly reasoned justification for views Recommend books for peers in detail Give reasons for authorial choice Begin to challenge points of view Begin to distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding of what they have read, including through formal presentations and debates	Confidently skim and scan and use the skill of re-reading to retrieve information Use evidence from across larger sections of text Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts Retrieve, record and present information from non-fiction texts Ask their own questions and follow a line of enquiry	Summarise the main points drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas Make connections between information across the text and include this in an answer Discuss themes or conventions from a chapter or text Identify themes across a wide range of writing

Year 5 VIPERS Progression Grid- Stem Questions

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Can you quickly find … in the dictionary and thesaurus? 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 similes and metaphors been used here to enhance the text?	What do you think … means? Why do you think that? Could it be anything else? I think … do you agree? Why/why not? Why do you think the author decided to …? Can you explain why …? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs?	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?	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 the 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 or opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?	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 the story? Can you skim/scan quickly to find the answer?	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?

Year 6 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Evaluate how the authors use of language impacts upon the reader Find examples of figurative language and how this impacts the reader and contributes to meaning or mood Discuss how presentation and structure contribute to meaning 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	Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence Discuss how characters change and develop through the text by drawing inferences based on indirect clues Make inferences about actions, feelings or events and back these up with evidence Infer character's thoughts, feelings and motives giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text	Predict what might happen from details stated and implied Support predictions by using relevant evidence from the text Confirm and modify predictions in light of new information	Provide increasingly reasoned justification for views Give detailed reasons for authorial choice Challenge others points of view with reasons Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding of what they have read, including through formal presentations and debates Distinguish between fact, opinion and bias explaining how they know this	Confidently skim and scan and re-read to retrieve information (using evidence from across whole chapters or texts) Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts Retrieve, record and present information from a wide variety of non-fiction fictions texts	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text Summrise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Make comparisons across different books Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

Year 6 VIPERS Progression Grid – Stem Questions

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
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 similes, metaphors, hyperbole, personification in the text? Why has the text been organised 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?	What do you think … means? Why do you think that? Could it be anything else? I think … do you agree? Why/why not? Why do you think the author decided to …? Can you explain why …? What do these words mean and why do you think the author chose them? How do other people's descriptions of … show that… ? Where else in the text can we find the answer to this question?	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?	What is similar/different about the two characters? Did the author intend that? Explain why … did that. Describe a 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 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?	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 what is similar and what is different?	What is the main point of the text? What does the author mean in this paragraph? 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 happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?