Year 3 VIPERS Progression Grid



Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Use dictionaries to check	Infer characters feelings,	Justify predictions using	Discuss the features of a	Use a contents page and	Identify main ideas drawn
meanings of words that	thoughts and motives	evidence from the text	wide range of fiction,	subheadings to locate	from a key paragraph or
they have read	from their stated actions		poetry, plays, non-fiction	information in non-fiction	page and summarise
		Use relevant prior	and reference books	texts	these
Discuss words that	Justify inferences by	knowledge to make			
capture the reader's	referencing a specific	predictions and justify	Identifying how language,	Learn the skill of 'skim and	Begin to distinguish
interest or imagination	point in the text	them	structure and	scan' to retrieve details	between the important
			presentation contribute to		and less important
Identify how language	Ask and answer questions	Use details from the text	meaning	Begin to use quotations	information in a text.
choices help build	appropriately, including	to form further		from the text	
meaning	some simple inference	predictions	Recognise authorial		Give a brief verbal
	questions based on		choices and the purposes	Retrieve and record basic	summary of a story
Find the meaning of new	characters feelings,		of these	information from fiction	
words using substitution	thoughts and motives			and non-fiction texts	Teachers model how to
within a sentence	_				record summary writing
	Make inferences about				
	actions or events				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	What do you think	Can you think of another	What is similar/different	Who are the character's in	What is the main point in
word/phrase/sentence	means?	story with a similar	about the two characters?	this text?	this paragraph?
tell you about the		theme?			
character/setting/mood?	Why do you think that?		Explain whydid that	When/where is this story	Sum up what has
		Which stories have		set? How do you know?	happened so far in X
Can you find the word in	Why do you think?	openings like this?	Describe different		words or less
the dictionary?			characters' reactions to	Which part of the story	
	Can you explain why?	Do you think that this	the same event	best describes the	Which is the most
By writing in this way,		story will develop the		setting?	important part in these
what effect has the author	What do these words	same way?	Is this as good as?		paragraphs?
created?	mean and why do you			What might this mean?	
	think that the author	Why did the author	Which is better and why?		Do any
What other	chose them?	choose this setting? Will		How might I find	sections/paragraphs deal
words/phrases could the		that influence the story?	Why do you think they	information quickly?	with the same themes?
author of used here?	Find and copy a group of		chose to order the text in		
	words which show?	What happened before	this way?	What can I use to help me	Have you noticed any
How has the author made	How does the description	this and what do you think		navigate the book?	similarities between this
you feel by writing?	of show that they are	will happen after?	What is the purpose of		text and any others you
	?		this text and who do you	How would you describe	have read?
Which word tells you		Do you think the setting	think it was written for?	the story?	
that?	Who is telling the story?	will have an impact on			What do I need to jot
		plot moving forward?	What is the author's	Whose perspective is the	down to remember what I
Find and highlight the	Why has the character		viewpoint? How do you	story told from?	have read?
word that is closest in	done this at this time?		know?		
meaning to?					
			How are these two		
			sections in the text		
			linked?		



Year 4 VIPERS Progression Grid

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

Year 4 VIPERS Progression Grid – Stem questions



Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Can you find the meaning	What do you think	Can you think of another	What is similar/different	Find the in this text. Is it	What is the main point in
or a word with a similar	means?	text with a similar theme?	about two characters? Did	anywhere else?	this paragraph? Is it
meaning in a dictionary or		How do their plots differ?	the author intend that?		mentioned anywhere
thesaurus?	Why do you think that?			When/where is the story	else?
	Could it be anything else?	Which stories have	Explain why did that?	set? How do you know?	
What does this		openings like this? Do you			Sum up what has
word/phrase/sentence	I think do you agree?	think that this story will	Describe different	Find the part of the story	happened so far in X
tell you about the	Why / why not?	develop the same way?	characters' reactions to	that best describes the	words/seconds or less.
character/setting/mood?			the same event.	setting.	
	How do you think?	Why did the author			Which is the most
By writing what effect		choose this setting? Will	Is this as good as?	What do you think is	important point in these
has the author created?	Can you explain why?	that influence the story?		happening here? Why?	paragraphs? Why?
Do you think they			Which is better and why?		
intended to?	Can you explain why	What does this paragraph		What might this mean?	Do any
	based on on two different	suggest will happen next?	What can you tell me		sections/paragraphs deal
What other	pieces of evidence?		about how this text is	Whose perspective is the	with the same theme?
words/phrases could the		Do you think will	organised?	story told by and how do	
author have used here?	What do these words	happen? Explain your		you know?	How might I record this to
Why? How has the author	mean and why do you	answers with evidence	Why is the text arranged		ensure the best possible
?	think that the author	from the text.	in this way?	How can you use the	outcome?
	chose them?			subheading to help you	
Which word is closest in			What is the purpose of	here?	
meaning to?	Find and copy a group of		this text and who is is the		
	words which show that?		audience?		
	What impression of do		How does the author		
	you get from this		engage the reader here?		
	paragraph?				
			Which section was the		
			most? Why?		

Year 5 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Explore the meaning of	Infer characters feelings,	Predict what might	Provide increasingly	Confidently skim and scan	Summarise the main
words in context,	thoughts and motives	happen from details	reasoned justification for	and use the skill of re-	points drawn from more
confidently using a	from their actions and	stated and implied	views	reading to retrieve	than one paragraph, page,
dictionary	justify inferences with			information	chapter or the entire text
	evidence	Support predictions with	Recommend books for		identifying key details to
Discuss how the authors		relevant evidence from	peers in detail	Use evidence from across	support the main ideas
choice of language	Make inferences about	the text		larger sections of text	
impacts the reader	actions, feelings or events		Give reasons for authorial		Make connections
		Confirm and modify	choice	Read a broader range of	between information
Evaluate the author's use	Use figurative language to	predictions as they read		texts including myths,	across the text and
of language	infer meaning	on	Begin to challenge points	legends, stories from	include this in an answer
			of view	other cultures, modern	
Investigate alternative	Give one of two pieces of			fiction and archaic texts	Discuss themes or
word choices that could	evidence to support the		Begin to distinguish		conventions from a
have been made	point they are making		between fact and opinion	Retrieve, record and	chapter or text
				present information from	
Begin to look at the use of	Begin to draw evidence		Identify how language,	non-fiction texts	Identify themes across a
figurative language	from more than one place		structure and	Ast that a second setting	wide range of writing
Han a the annual to find	across a text		presentation contribute to	Ask their own questions	
Use a thesaurus to find			meaning	and follow a line of	
synonyms for a larger			Discuss and evaluate how	enquiry	
variety of words			authors use language,		
Rewrite passages using			including figurative		
alternative word choices			language, considering the		
alternative word choices			impact on the reader		
Read around the word			impact on the reduct		
and explore its meaning in			Explain and discuss their		
the broader context of a			understanding of what		
section of a paragraph			they have read, including		
1,3,30,41			through formal		
			presentations and debates		

Year 5 VIPERS Progression Grid- Stem Questions



Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Can you quickly find in the	What do you think	Can you think of another	What is similar/different	Find the in this text? Is	What is the main point in
dictionary and thesaurus?	means? Why do you think	story with a similar	about two characters? Did	it anywhere else?	this paragraph? Is it
	that? Could it be anything	theme? How do their	the author intend that?		mentioned anywhere
What does this	else?	plots differ?		When/where is this story	else?
word/phrase/sentence tell you about the			Explain why did that.	set? Find evidence in the	
character/setting/mood?	I think do you agree?	Which stories have		text.	Sum up what has
charactery seemig/ mood.	Why/why not?	openings like this? Do you	Describe different		happened so far in
By writing/ what effect has		think that this story will	characters' reactions to	Find the part of the story	words/seconds or less.
the author created? Do you	Why do you think the	develop the same way?	the same event.	that best describes the	
think they intended to?	author decided to?			setting.	Which is the most
		Why did the author	Does the story have a		important point in these
What other words/phrases	Can you explain why?	choose this setting? Will	moral?	What do you think is	paragraphs? Why?
could the author have used	Can you give me evidence	that influence the story?		happening here? Why?	
here? Why?	from somewhere else in		Which is better and why?		Do any
How has the author made	the text?			Who is telling the story?	sections/paragraphs deal
you/this character feel by			How is the text organised		with the same themes?
writing? Why?	What do these words		and what impact does this	Can you skim/scan quickly	
,	mean and why do you		have on you as a reader?	to find the answer?	Can you find a text with a
Find and highlight the word	think that the author				similar theme?
which is closest in meaning	chose them?		Why has the text been		
to?			written this way?		
	How does the author				
Find a word which	make you feel?		How can you tell whether		
demonstrates?			it is fact or opinion?		
Can you rewrite this in the	What impression do you				
style of the author using	get from these		How is this text similar to		
your own words?	paragraphs?		the writing we have been		
			doing?		
How have similes and					
metaphors been used here			How does the author		
to enhance the text?			engage the audience?		

Year 6 VIPERS Progression Grid



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



Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
What does this	What do you think	Can you think of another	What is similar/different	Find the in this text. Is it	What is the main point of
word/phrase/sentence	means? Why do you think	story with a similar	about the two characters?	anywhere else?	the text?
tell you about the	that? Could it be anything	theme? How do their	Did the author intend		
character/setting/mood?	else?	plots differ?	that?	Can you skim the next	What does the author
				and find me the answer to	mean in this paragraph? Is
By writing, what effect	I think do you agree?	Which stories have	Explain why did that.	?	it mentioned anywhere
has the author created?	Why/why not?	openings like this? Do you			else?
Do you think they		think that this story will	Describe a different	When/where is this story	
intended to?	Why do you think the	develop the same way?	characters' reactions to	set? Find evidence in the	Sum up what has
	author decided to?		the same event?	text.	happened so far in
Can you find examples of		Why did the author			words/seconds or less.
similes, metaphors,	Can you explain why?	choose this setting? Will	Does this story have a	Find the part of the story	
hyperbole, personification		that influence the story?	moral?	that best describes the	Can you read the text and
in the text?	What do these words			setting.	summarise what
	mean and why do you		Which is better and why?		happened?
Why has the text been	think the author chose			What do you think is	
organised this way?	them?		Can you identify where	happening here? Why?	Which is the most
Would you have done it			the author has shown bias		important point in these
differently?	How do other people's		towards a particular	Who is telling this story?	paragraphs? Why?
	descriptions of show		character?		
What other	that?			What genre is?	Do any
words/phrases could the			Is it fact or opinion? How		sections/paragraphs deal
author have used here?	Where else in the text can		do you know?	Can you look at these	with the same themes?
Why? How has the author	we find the answer to this			other texts and find what	
made you/this character	question?		How does the author	is similar and what is	
feel by writing? Why?			make you feel at this point	different?	
			in the story? Why did they		
			do that?		
			Con vision and state to the		
			Can you explain it in a		
			different way?		