VIPERS Comprehension Skills

Vocabulary

Reception	• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use vocabulary and forms of speech that are increasingly influenced by their experience of books. • To understand vocabulary linked to everyday life when reading and begin to understand topic related vocabulary. • To join in with repeated refrains in rhymes and stories.
Year 1	• Draw upon the vocabulary given by the teacher in order to understand the text. • Speculate about the possible meanings of unfamiliar words met in reading, linking these meanings to those already known. Check whether the suggested meanings make sense in the context of the text. • Recognise and join in with predictable phrases.
Year 2	• Draw on what they already know or on background information and vocabulary provided by the teacher to discuss a topic. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • Recognise some simple recurring literary language in stories and poetry.
Year 3	• Use a dictionary and a glossary to check the meaning of words they have read. • Find the meaning of new words using substitution within a sentence. • Identify words and phrases that capture the reader's interest or imagination. • Identify how language choices contribute to meaning; know that different texts (fiction and non-fiction) have different vocabulary choices. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context and how they contribute to the overall meaning of the text.
Year 4	• Find the meaning of new words, using the context in which they are written. • Use dictionaries to check the meaning of new words they have read, and use glossaries to check the meaning of subject specific words in non-fiction texts. • To use a thesaurus to find synonyms; investigate alternative word choices that could be made. • Explain and discuss why words are chosen and how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text. • Identify how language choices contribute to meaning; know that different texts (fiction and non-fiction) have different vocabulary choices.

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Year 5	• Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. • Confidently use a dictionary to check the meaning of words, and use glossaries to help find the meaning of unfamiliar, subject specific words. • Use a thesaurus to find synonyms for a larger variety of words. • Explore the meaning of words in a given context within fiction and non-fiction; read around the word and explore its meaning in a broader context or a section or paragraph. • Discuss and evaluate how an author's language choice impacts the reader. Achieve this by beginning to look at the use of figurative language (similes, personification, metaphors) Understand that an author chooses words carefully and that changing these can change the mood of the text.
Year 6	• Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify meaning. • Use dictionaries, glossaries and thesauruses confidently. • Evaluate (think about how well it works) how and why authors use language, shades of meaning and a range of figurative devices to impact the reader. • Find examples of figurative language (simile, personification, hyperbole, metaphor and understand how this impacts the reader and contributes to the meaning or mood. Understand that an author chooses words carefully and that changing these can alter the mood of the text.

Inference

Reception	• To use pictures and previous knowledge to answer simple 'How' and 'Why' inference questions.
Year 1	• To make basic inferences about characters' feelings, using what they've said and done as evidence. Know that some words can hint at meaning e.g. 'cried' means they were upset. • To infer basic points with direct references to the pictures and words in the text (e.g. can use the pictures to infer what a setting is like). • Discuss the link between events and the text title
Year 2	• Know that inference questions are answered by looking for clues in a word, text or image. • Make inferences about characters based on what they say and do (in a familiar book that is read to them or one they can independently read accurately and fluently). Know that words can hint at how a character is feeling e.g. 'He panted heavily' means a character is tired. • Use pictures or words to make inferences. • Modify their inferences by answering and asking questions.

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Year 3	• Make inferences about actions and events and know that many words convey meaning and that these provide hints or clues about actions or events. • Draw inferences about characters' feelings, thoughts and motives from their actions. • Justify inferences with a single piece of evidence from the text to support one specific point.
Year 4	• To know that authors often show us rather than explicitly tell us how a character is feeling or what their motives are. • Ask and answer questions appropriately, by drawing inferences based on characters' feelings, thoughts and motives from their actions (I know this because questions) • Consolidate the skill of justifying inferences with relevant evidence from the text to support one specific point.
Year 5	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Draw inferences from within the text about themes and authors' viewpoints. • Justify inferences and views with a variety of references from across the text (give one or two pieces of evidence to support the point that they are making). • Use figurative language to infer meaning.
Year 6	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Draw inferences from within the text about themes and authors' viewpoints. • Justify their inferences and views by drawing on evidence from across the text/texts (at least 2 pieces of evidence for each point made) and by comparing sources and considering the reliability of information.
Prediction	
Reception	• Use pictures, previous knowledge and imagination to predict what will happen in a story, what will happen next in a situation etc
Year 1	• Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. • To predict what might happen with responses to the story characters and plot on the basis of what has been read so far. • Begin to explain these ideas verbally or through pictures. Adults may scribe.
Year 2	• Predict what might happen with responses linked closely to the story characters, plot and language read so far. • Make prediction using their own knowledge (other stories with similar characters or endings) as well as what they have read so far to make logical predictions and be able to give explanations for them.

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Year 3	• Predict what may happen based on both what has been stated (obvious) and implied (less obvious). • Use relevant knowledge of other texts to help make predictions, making links between the texts. • Justify predictions using evidence from the text. I think this because…
Year 4	• Predict what might happen from details stated and implied. • Justify predictions using evidence from the text. • Use details from the text as well as own experiences or evidence from other stories to make predictions, and make links between these texts. • Monitor predictions, comparing them with the text as they read on.
Year 5	• Predict what might happen based on the details stated and implied (a hint or suggestion in the text) as well as the themes within the text. • To support predictions with a wide range of relevant evidence from the text. This gives validity to opinions. • Confirm and modify predictions as they read on. • Understand that many stories/genres share plot development.
Year 6	• Predict what may happen based on details stated and implied, and their wider understanding of content and themes. • Support predictions by using relevant evidence from the text; justifying opinions means to support views with more than one piece of evidence. • Confirm and modify predictions in light of new information. • Understand that many stories/genres share plot development.
Explanation	
Reception	• Develop their own explanations by connecting ideas or events and demonstrate understanding when talking with others about what they have read.
Year 1	• Begin to link what they read or head read to their own personal experiences. • Explain clearly their understanding of what is being read to them. • Express views about events of characters, saying what they like and don't like and why.
Year 2	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Discuss similarities between books, making links between the book they are reading and the books they've read. • Express their views about a book or a poem as well as listening to the opinion of others.

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Year 3	- Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books. - Identify structural conventions in a wide range of texts (first person in diary, numbers and headings in instructions, contents, index, glossary, captions and diagrams. Understand how this structure and presentation contributes to meaning. - Identify the overarching theme of a text (triumphs of good over evil; use of magical devices in fairy stories and folk tales). - Recognise authorial language choices and the purpose of these (what mood is the author trying to create…)
Year 4	- Identify structural conventions in a wide range of texts (first person in diary, numbers and headings in instructions, contents, index, glossary, captions and diagrams. Understand how this structure and presentation contributes to meaning. - Understand that stories often have message and identify the author's message about the overarching theme. - Identify and compare themes across a wide range of books. - Understand that a point of view is an author or character's belief. - Recognise authorial language choices and the purpose of these (what mood is the author trying to create…)
Year 5	- Recommend books for peers, giving detailed reasons for their choices. - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas. - Understand that people have different points of view. Begin to challenge points of views by listening to differing views and weighing up arguments. - Explain their thinking by making references to key details. - Give reasons for authorial choices; 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, maintaining a focus on the topic and using notes where necessary. - Distinguish between fact and opinion. - Identify structural conventions in a wide range of texts and identify how language, structure and presentation contribute to meaning. - Identify an author's treatment of the same theme across one or several of their books/poems.
Year 6	- Recommend books for peers, giving detailed reasons for their choices. - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas. - Understand that people have different points of view. Begin to challenge points of views by listening to differing views and weighing up arguments.

	• Give reasons for authorial choices; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguish between fact, opinion and bias and explain how they know this. • Identify structural conventions in a wide range of texts and identify how language, structure and presentation contribute to meaning. • Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Retrieval	
Reception	• Use the pictures and text to answer simple retrieval questions.
Year 1	• Check that the text makes sense to them as they read and go back and self-correct inaccurate reading. • Begin to recognise differences between fiction and non-fiction texts. • Develop their knowledge of retrieval through images. • Answer a question about what has just happened in the story. • Contribute ideas and thoughts to discussion, remembering significant events/ key information. • Find specific information in simple texts they've read or that have been read to them (e.g. linked to character appearance or behaviour).
Year 2	• Monitor their reading, checking that words they have decoded make sense and fit in with what they have already read. • Introduced to non-fiction texts that are structured in different ways and identify key features in a non-fiction text (contents, index, sub-headings, page numbers etc) and use these to help them locate information. • Independently read and answer simple questions about what they have just read. • Remember significant events/key information from a text that has been read to them or that they have read independently • Identify why things happened, where this is explained in the text. • Express and record their understanding of information orally, using simple graphics or in writing.
Year 3	• Ask questions to improve their understanding of a text. • Use contents and subheadings to retrieve relevant information from non-fiction texts. • Locate, retrieve and collect information from texts about significant or important elements of aspects (e.g. characters, events, topics). • To look back at a text for exact words or phrases and begin to use quotations from the text. • To learn the skill of skim and scan to retrieve key details.

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	• Take information from diagrams, flow charts and forms where it is presented graphically. • Express and record their understanding of information orally, using simple graphics or in writing.
Year 4	• Ask questions to improve their understanding of a text. • Use contents, indexes, glossaries and subheadings to locate specific information. • Use skimming and scanning to locate main ideas in the text; to look back at the text for key words/phrases, these are often in the question. • Use relevant quotes to support their answers to questions. • Plan what information to collect for a research project, independently identifying key questions to research. • Retrieve and record information from fiction and non-fiction texts. • Identify and discuss key phrases/ words in texts which convey important information about characters, places, events, objects or ideas. • Take information from diagrams, flow charts and forms where it is presented graphically.
Year 5	• Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text to back up answers. • To know that there are many genres of fiction texts (myths, traditional tales, quests), each with their own unique features. • Retrieve, record and present information about what they have read in fiction and non-fiction texts, e.g. flow charts, for and against columns and charts of significant information. • Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. • Recognise different types of comprehension questions (retrieval/inferential) and now whether the information required for the answer will be explicitly stated or implied in the text. • Use question stems to ask their own questions.
Year 6	• Use skimming and scanning to locate information selectively and precisely across a range of sources; Use the skill of reading before and after to retrieve information. • Use evidence from across whole chapters or texts to explain events or ideas. • To know that there are many genres of fiction texts (myths, traditional tales, quests), each with their own unique features. • Retrieve information from texts and evaluate its reliability and usefulness. • Record details retrieved from the text about characters, events and ideas and identifying similarities and differences, e.g. by making comparisons table, true or false grid etc.

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	• Retrieve, record and present information from a wide variety of non-fiction texts; showing the structural and presentational features, such as fact boxes, captions, diagrams and flow charts. • Recognise different types of comprehension questions (retrieval/inferential) and now whether the information required for the answer will be explicitly stated or implied in the text. • Independently devise own questions to follow a line of enquiry and identify themes to research.
	Sequence/Summarise
Reception	• Sequence well known stories using picture prompts. • Identify what is happening in the beginning, middle and end of a story that has been read to them.
Year 1	• Sequence the events of a story they are familiar with. • Recall a few basic features of age appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics. They should be able to use some simple time words (after, next, then) and some traditional story language (Once upon a time… Happily ever after…)
Year 2	• Accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales. Retell these using a wide variety of story language. • Discuss the sequence of events in books and explain how items of information are related. • Order events from the text (story boards and actions might be used to support this).
Year 3	• Identify and summarise the main idea/s within a paragraph or section. • Begin to distinguish between the important and less important information in a text, capturing key information through recording or highlighting sentences/ key words. • Give a brief verbal summary of a story or retell orally using story maps and time adverbials to sequence main events.
Year 4	• Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • Summarise whole paragraphs, chapters or texts, knowing how to condense information into key words or sentences and use time adverbials to sequence these events. • Planning answers to key questions by making notes through: highlighting / recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind mapping.

Year 5	• Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • Make notes from several sources; explore and use their own techniques to make notes. • Make connections between information across the text; consider different accounts of the same event from different viewpoints • Discuss the themes or conventions from a chapter or text.
Year 6	• Summarise the main ideas, events and information drawn from more than one paragraph or the text as a whole, identifying key details to support the main ideas. • Link information by evaluating ideas between sections of the text. • Make notes from several sources; explore and use their own techniques to make notes, refining their notes to disregard irrelevant information. • Discuss the themes or conventions from a chapter or text.

Develop positive attitudes towards reading	
Take Pleasure in Reading	
Reception	
Year 1	• Select books for personal reading and give reasons for choices.
Year 2	• Read and listen to whole books, making choices for their personal reading
Year 3	• Sustain their reading for enjoyment and to find out.
Year 4	• Read independently complete short texts and sections of information books.
Year 5	• Listen to texts read to them. • Read favourite authors and choose books to read on the recommendation of others.
Year 6	• Listen to texts read to them and sustain their reading of longer and more challenging texts.
Discuss Books	
Reception	
Year 1	• Listen to and discuss a wide range of poems, stories and non-fiction beyond a level at which they can read independently. • Discuss books they like and give reasons for their choices.
Year 2	• Listen to, discuss and express views about a wide range of contemporary and class poetry, stories and non-fiction beyond a level at which they can read independently.

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	• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Justify their choices of books and their preferences from the books they have read or have had read to them.
Year 3	• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books. • Discuss why they like particular books or authors with others, giving reasons.
Year 4	• Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books. • Describe and review their own reading habits.
Year 5	• Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref or textbooks. • Talk about books referring to details and examples in the text.
Year 6	• Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref or textbooks. • Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.
	Extend their Range of Reading
Reception	
Year 1	• Select books to read and listen to.
Year 2	• Make choices from a selection of texts to hear and to read themselves.
Year 3	• Extend the range of books read by showing that they can use the library to browse and selecting age-appropriate texts to read from different authors/genres. • Read books that are structured in different ways and read for a range of purposes. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
Year 4	• Use the library to select age-appropriate books to read from authors they may not have read before. • Develop their reading stamina as they read longer texts. • Read books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
Year 5	• Plan personal reading goals which reflect their interests and extend their range. • Reading books that are structured in different ways and reading for a range of purposes • Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions.
Year 6	• Develop their reading stamina and complete the independent reading of some longer texts. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing familiarity with a wide range of age-appropriate books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions.

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Rhymes, Poetry and Plays	
Reception	• To join in with repeated refrains in rhymes and stories. • To use intonation, rhythm and phrasing to make the meaning clear to others.
Year 1	• Learn to appreciate rhymes and poems, and able to recite some with actions.
Year 2	• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, taking account of punctuation so appropriate intonation is used to make the meaning clear.
Year 3	• Prepare simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognise some different forms of poetry (e.g. free verse, narrative poetry)
Year 4	• Prepare simple poems and play scripts to read aloud, showing understanding through appropriate expression, tone, volume and use of voices and other sounds. • Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding. • Take part in a performance to a group using the appropriate volume and action • Recognise some different forms of poetry (e.g. free verse, narrative poetry)
Year 5	• Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.
Year 6	• Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. • Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.