



At Great Missenden, we use the **VIPERS** acronym (**V**ocabulary, **I**nfERENCE, **P**rediction, **E**xplain, **R**etrieve and **S**equence/ **S**ummarise) to explicitly teach each reading comprehension skill. These are used in our daily Guided Reading sessions and also referred to when the skills are being used within reading across the curriculum. The 6 reading domains as part of the National Curriculum for reading focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. We use VIPERS as a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. Our VIPERS reading progression from Year 2 to Year 6 can be seen below:

Comprehension Skill	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	• Discuss and clarify the meanings of words; link new meanings to known vocabulary • Discuss their favourite words and phrases • Recognise simple recurring language in stories and poems	• Use dictionaries to check the meaning of words that they have read • Discuss words that capture the readers' interest or imagination • Identify how language choices help build meaning • find the meaning of new words using substitution within a sentence	• Using dictionaries 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	• Explore the meaning of words in context, confidently using a dictionary • Discuss how the author's choice of language impacts the reader • Evaluate the authors use of language • Investigate alternative word choices that could be made • Begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words	• 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



			context of the sentence	• Re-write passages using alternative word choices • ‘Read around the word’ and explore its meaning in the broader context of a section or paragraph	broader context of a section or paragraph
Inference	• Make inferences about characters’ feelings using what they say and do • Infer basic points and begin, with support, to pick up on more subtle references • Answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences	• Children can 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	• Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions) • 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	• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Make inferences about actions, feelings, events or states • Use figurative language to infer meaning • Give one or two pieces of evidence to support the point they are making • Begin to draw evidence from more than one place across a text	• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Discuss how characters change and develop through texts by drawing inferences based on indirect clues • Make inferences about events, feelings, states backing these up with evidence • Infer characters’ feelings, thoughts and motives, giving more than one piece of



					evidence to support each point made. They can draw evidence from different places across the text
Prediction	• Predicting what might happen on the basis of what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• 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	• 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	• 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	• 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
Explain	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and	• Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • Identify how language, structure,	• Discuss words and phrases that capture the reader's interest and imagination • Identify how language, structure, and presentation	• Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices	• Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices



	those that they read for themselves • Express my own views about a book or poem • Discuss some similarities between books • Listen to the opinion of others	and presentation contribute to meaning of both fiction and non-fiction texts • Recognise authorial choices and the purpose of these	contribute to meaning • Recognise authorial choices and the purpose of these	• 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	• Begin to challenge points of view • Begin to distinguish between fact and opinion • Identifying 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
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Retrieval	• Independently read and answer simple questions about what they have just read • Asking and answering retrieval questions • Draw on previously taught knowledge • Remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• Use contents page and subheadings to locate information • Learn the skill of 'skim and scan' to retrieve details. • Begin to use quotations from the text. • Retrieve and record information from a fiction text. • Retrieve information from a non-fiction text	• Confidently skim and scan texts to record details, • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text	• 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 • 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 my own questions and follow a line of enquiry	• 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 • 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 texts • Ask my own questions and follow a line of enquiry
Sequence (Y2) Summarise (Y3-6)	• Discuss the sequence of events in books and how items of	• Identify main ideas drawn from a key paragraph or page and summarise these	• Use skills developed in year 3 in order to write a brief summary of main points,	• Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying	• Summarise information from across a text and link information by analysing and



	information are related • Retell using a wider variety of story language • Order events from the text • Begin to discuss how events are linked focusing on the main content of the story	• Begin to distinguish between the important and less important information in a text • Give a brief verbal summary of a story • Teachers begin to model how to record summary writing • Identify themes from a wide range of books • Make simple notes from one source of writing	Identifying and using important information. • Identifying 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	key details to support the main ideas. • Make connections between information across the text and include this in an answer. • Discuss the themes or conventions from a chapter or text • Identify themes across a wide range of writing	evaluating ideas between sections of the text • Summarise 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
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