

Offenham CofE First School
VIPERS Reading Progression Document

At Offenham School we believe that reading is the foundation of all learning and a vital skill for success in life. Our reading policy outlines a clear and progressive approach to developing reading skills from Year 1 to Year 5, ensuring that every child becomes a confident, fluent, and enthusiastic reader.

Through the use of VIPERS comprehension sessions, we provide structured and engaging opportunities each week to build pupils' skills in Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarising. These key areas are carefully mapped to ensure progression across year groups. In Year 1, children begin by focusing on developing retrieval and sequencing skills with simple texts and gradually build confidence in discussing vocabulary and making predictions. By Year 3, pupils are introduced to more complex texts, requiring greater inference and explanation skills, while still consolidating earlier strategies. By Year 5, pupils are analysing nuanced language choices, forming well-reasoned explanations, and summarising lengthy passages with precision. This structured approach ensures that each year builds on prior learning, equipping pupils with increasingly sophisticated comprehension tools as they progress.

In addition to focused comprehension work, each class fosters a love of reading through a variety of enriching opportunities. ERIC (Everyone Reading In Class) sessions encourage independent reading and promote engagement with a wide range of texts. Teachers share class books through daily read-aloud sessions, modelling fluent, expressive reading and introducing pupils to exciting, high-quality literature. In addition to this, in Key Stage 2, children have access to their own books throughout the day, empowering them to read independently and nurture their personal reading habits.

Our approach combines high-quality texts, explicit teaching of reading strategies, and opportunities for discussion and exploration. By prioritising enjoyment alongside skill development, we aim to instil a lifelong love of reading and ensure every pupil is equipped with the tools to understand, analyse, and appreciate a wide range of texts.



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Key Stage 1

Year 1 National Curriculum Statements – Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E1: being encouraged to link what they read or hear read to their own experiences V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V3: recognising and joining in with predictable phrases V3: learning to appreciate rhymes and poems, and to recite some by heart V1: discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>V4: drawing on what they already know or on background information and vocabulary provided by the teacher S1: checking that the text makes sense to them as they read and correcting inaccurate reading S3: discussing the significance of the title and events I1: making inferences on the basis of what is being said and done P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others E3: explain clearly their understanding of what is read to them.</p>
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Year 2 National Curriculum Statements – Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently S1: discussing the sequence of events in books and how items of information are related S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E1/3: being introduced to non-fiction books that are structured in different ways V3: recognising simple recurring literary language in stories and poetry V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V2: discussing their favourite words and phrases S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading I1/2: making inferences on the basis of what is being said and done R1/2: answering and asking questions P1/2: predicting what might happen on the basis of what has been read so far I3/R5: 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 E1: 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>
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Key Stage 1

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

Key Reading Skills	
Year 2 - Vocabulary	<ul style="list-style-type: none"> discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases recognise some recurring language in stories and poems
Year 2 Inference	<ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do. infer basic points and begin, with support, to pick up on subtler references. answering and asking questions and modifying answers as the story progresses use pictures or words to make inferences
Year 2 Prediction	<ul style="list-style-type: none"> 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
Year 2 Explaining	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and 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
Year 2 Retrieval	<ul style="list-style-type: none"> 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
Year 2 Sequence	<ul style="list-style-type: none"> discuss the sequence of events in books and how items of 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.



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Lower Key Stage 2

Year 3 National Curriculum Statements – Reading Comprehension	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
Year 4 National Curriculum Statements – Reading Comprehension	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>



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Lower Key Stage 2

	Key Reading Skills
Year 3 - Vocabulary	<ul style="list-style-type: none"> 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.
Year 3 Inference	<ul style="list-style-type: none"> 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
Year 3 Prediction	<ul style="list-style-type: none"> 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.
Year 3 Explaining	<ul style="list-style-type: none"> discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts recognise authorial choices and the purpose of these
Year 3 Retrieval	<ul style="list-style-type: none"> 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
Year 3 Summarise	<ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph or page and summarising these 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

	Key Reading Skills
Year 4 - Vocabulary	<ul style="list-style-type: none"> 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 context of the sentence.
Year 4 Inference	<ul style="list-style-type: none"> 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
Year 4 Prediction	<ul style="list-style-type: none"> 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
Year 4 Explaining	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these
Year 4 Retrieval	<ul style="list-style-type: none"> 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.
Year 4 Summarise	<ul style="list-style-type: none"> use skills developed in year 3 in order to write a brief summary of main points, 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



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Upper Key Stage 2 (only Year 5 applicable at Offenham)

Year 5 National Curriculum Statements – Reading Comprehension	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books S2: preparing 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 V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I1/2: asking questions to improve their understanding I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion E8: retrieve, record and present information from non-fiction S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
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Year 6 not applicable for Offenham First School - on document to show progression within UKS2

Year 6 National Curriculum Statements – Reading Comprehension	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books S2: preparing 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 V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I1/2: asking questions to improve their understanding I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion E8: retrieve, record and present information from non-fiction S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
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VIPERS Reading Progression Document
Upper Key Stage 2 (only Year 5 applicable at Offenham)

Key Reading Skills	
Year 5 - Vocabulary	<ul style="list-style-type: none"> 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 re-write passages using alternative word choices read around the word' and *explore its meaning in the broader context of a section or paragraph.
Year 5 Inference	<ul style="list-style-type: none"> 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.
Year 5 Prediction	<ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions with relevant evidence from the text. confirm and modify predictions as they read on.
Year 5 Explaining	<ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices 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.
Year 5 Retrieval	<ul style="list-style-type: none"> 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.
Year 5 Summarise	<ul style="list-style-type: none"> summarising the main ideas 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 the themes or conventions from a chapter or text identify themes across a wide range of writing

Key Reading Skills	
Year 6 - Vocabulary	<ul style="list-style-type: none"> 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.
Year 6 Inference	<ul style="list-style-type: none"> 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
Year 6 Prediction	<ul style="list-style-type: none"> predicting 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.
Year 6 Explaining	<ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices 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.
Year 6 Retrieval	<ul style="list-style-type: none"> 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.
Year 6 Summarise	<ul style="list-style-type: none"> summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. summarising 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 not applicable for Offenham First School - on document to show progression within UKS2