

VIPERS + Progression at Edenham CofE Primary School Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
V ocabulary	<ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary. Recognise new vocabulary in different contexts 	<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 	<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 	<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. 	<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. 	<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. 	<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.

<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 	<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. 	<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 	<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 	<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 	<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 	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Safely explore emotions beyond their normal range stories. 	<p>Inference</p>
<p>Year 6</p>	<p>Year 5</p>	<p>Year 4</p>	<p>Year 3</p>	<p>Year 2</p>	<p>Year 1</p>	<p>EYFS</p>	

Predictions	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
		<ul style="list-style-type: none"> • children to join in or predict the word coming next (relating to rhyme/repetition) • Make predictions about the outcome of a story 	<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 lifeexperience. • begin to explain these ideas verbally or through pictures. 	<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 	<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. 	<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 	<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. 	<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	<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 5	<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 4	<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 3	<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 2	<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 1	<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
EYFS	<ul style="list-style-type: none"> • Understand and respond to simple 'why' questions,
Explain	

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Retrieval	<ul style="list-style-type: none"> • Understand simple questions about ' who' , ' what' and ' where ' • recognise words with the same initial sound 	<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 	<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 	<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 	<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. 	<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. 	<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.

S ummarise / S equence	EYFS	Year 1 <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 	Year 2 <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. 	Year 3 <ul style="list-style-type: none"> • make simple notes from one source of writing • identify themes from a wide range of books • teachers begin to model how to record summary writing. • give a brief verbal summary of a story. • begin to distinguish between the important and less important information in a text. • identifying main ideas drawn from a key paragraph or page and summarising these 	Year 4 <ul style="list-style-type: none"> • highlight key information and record it in bullet points, diagrams, maps etc • summarise whole paragraphs, chapters or texts • identify themes from a wide range of books • identifying main ideas drawn from more than one paragraph. • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. 	Year 5 <ul style="list-style-type: none"> • identify themes across a wide range of writing • discuss the themes or conventions from a chapter or text • make connections between information across the text and include this in an answer. • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. 	Year 6 <ul style="list-style-type: none"> • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. • make comparisons across different books. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
---	-------------	---	--	--	--	---	--

+	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Decoding</p>	<ul style="list-style-type: none"> To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multi-syllable words containing taught GPCs To read contractions and understand use of apostrophe To read aloud phonically-decodable text 	<ul style="list-style-type: none"> To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multi-syllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending. 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. * To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. * 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. * To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. * 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

<p style="text-align: center;">+</p> <p style="text-align: center;">Fluency</p>	<p>EYFS</p> <ul style="list-style-type: none"> • To show interest in illustrations and print in books and print in the environment. • To recognise familiar words and signs such as own name and advertising logos. • To look and handle books independently (holds books the correct way up and turns pages). • To ascribe meanings to marks that they see in different places. • To begin to break the flow of speech into words. • To begin to read words and simple sentences. • To read and understand simple sentences. 	<p>Year 1</p> <ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading. 	<p>Year 2</p> <ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<p>Year 3</p> <ul style="list-style-type: none"> • Reads with volume and expression most of the time • Reads with some stress and intonation • Reads with occasional breaks in rhythm 	<p>Year 4</p> <ul style="list-style-type: none"> • Reads with varied volume and expression matching the interpretation of the passage • Reads with good phrasing, taking note of punctuations stress and intonation • Reads at a conversational pace throughout the passage 	<p>Year 5</p>	<p>Year 6</p> <ul style="list-style-type: none"> • At this stage, teaching comprehension skills (VIPERS) should be taking precedence over teaching word reading and fluency specifically. • Any focus on word reading should support the development of vocabulary. • For those who are still not fluent readers, specific support and intervention will be put into place
--	---	--	--	---	---	----------------------	--