READING VIPERS PROGRESSION OF SKILLS & KNOWLEDGE: YEAR 2		
	Key VIPERS Reading Skills & Knowledge:	Question Stems:
Year 2-Vocabulary	• I can discuss and clarify the meanings of words. • I can link new meanings to known vocabulary. • I can discuss my favourite words and phrases. • I can recognise some recurring language in stories and poems. **To do this I must already know this from Year 1:** • How to discuss word meanings, link new meanings to those I already know. • How to draw upon my knowledge of vocabulary to understand the text. • Be able to join in with predictable phrases. • Use vocabulary given by my teacher. • Be able to discuss my favourite words and phrases.	• Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?

| Year 2 - Infer | • I can make inferences about characters' feelings using what they say and do.
• I can infer basic points and begin, with support, to pick up on subtler references.
• I can answer, ask questions and modify answers as the story progresses.
• I can use pictures or words to make inferences.

To do this I must already know from Year 1:

• How to make basic inferences about characters' feelings by using what I say as evidence.
• How to infer basic points with direct reference to the pictures and words in the text.
• How to discuss the significance of the title and events.
• How to demonstrate simple inference from the text based on what is said and done. | • What do you think…. means?
• Why do you think that?
• Why do you think…?
• How do you think…?
• When do you think…?
• Where do you think…?
• How has the author made us think that…? |

| Year 2 - Predict | • I can predict what might happen based on what has been read in terms of plot, character, and language so far.
• I can make predictions using my own knowledge as well as what has happened so far to make logical predictions and give explanations of them.

To do this I must already know from Year 1:

• How to predict what might happen based on what has been read so far in terms of story, character, and plot.
• How to make simple predictions based on the story and on my own life experience.
• How to begin to explain these ideas verbally or though pictures. | • Where do you think…. will go next?
• What do you think… will say/do next?
• What do you think this book will be about? Why?
• How do you think that this will end?
• What makes you say that?
• Who do you think has done it?
• What might…. say about that?
• How does the choice of character affect what will happen next? |

| Year 2- Explain | • I can explain and discuss my understanding of books, poems, and other material, both those that I listen to and those that I read for myself.
• I can express my own views about a book or poem.
• I can discuss some similarities between books.
• I can listen to the opinion of others.

To do this I must already know from Year 1:

• How to give my opinion including likes and dislikes (not NC objective).
• How to link what I read or hear to my own experiences.
• How to clearly explain my understanding of what has been read to me.
• How to express views about events or characters. | • What is similar/different about two characters?
• Explain why... did that...
• Is this as good as...?
• Which is better and why?
• Does the picture help us? How?
• What would you do if you were...?
• Would you like to live in this setting? Why?
• Is there anything you would change about this story.
• Do you agree with the author's...? Why? |

Year 1 Retrieve	• I can independently read and answer simple questions about what I have just read. • I can ask and answer retrieval questions. • I can draw on previously taught knowledge. • I can remember significant event and key information about the text that I have read. • I can monitor my reading, checking words that I have decoded, to ensure that they fit within the text I have already read. **To do this I must already know from Year 1:** • How to answer a question about what has just happened in a story. • How to develop my knowledge of retrieval through images. • How to recognise characters, events, titles, and information. • How to recognise differences between fiction and non fiction texts. • How to retrieve information by finding a few key words. • How to contribute ideas and thoughts in discussion.	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where… • What type of text is this? • What happened to … in the end of the story?

| Year 2 - Summarise | • I can discuss the sequence of events in books and how items of information are related.
• I can retell using a wider variety of story language.
• I can order events from the text.
• I can begin to discuss how events are linked focusing on the main content of the story.

To do this I must already know:

• How to retell familiar stories orally e.g., fairy stories and traditional tales.
• How to sequence the events of a story I am familiar with.
• How to begin to discuss how events are linked. | • What happens in the story's opening?
• How/where does the story start?
• What happened at the end of the…?
• What is the dilemma in this story?
• How is it resolved?
• Can you retell the story to me in 20 words or less?
• Can you sequence in 3 sentences the beginning, middle and end of this story? |

Year 3 National Curriculum Statements – Reading Comprehension
Year 1 National Curriculum Statements – Reading Comprehension
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
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.
Understand both the books they can already read accurately and fluently and those they listen to by:
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.

Examples of some of the activities to support Reading at Fowey Primary School
Transcribe the children's oral responses into written ones and model structures for answering questions.
Always ask the children to explain their responses to questions – How do you know?
Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings.
Relate the text type back to the writing the children have completed.
Model how to construct a summary of a text.
Jump in – Encourage children to continue the story to the end of the punctuation in a known story.
Choral Reading – Choral reading is reading aloud in unison with a whole class or group of children. Choral reading helps build children'

fluency, self-confidence, and motivation. Because children are reading aloud together, those who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Echo Reading-This a reading strategy designed to help children develop expressive and fluent reading. In echo reading, the teacher will read a short part of the text, perhaps a sentence or paragraph, and the child will echo it back. This strategy focuses on fluency, but it also helps children develop their print knowledge.

MTYT – Allow children to discuss in partners or read together.

Ask children to become Reading Detectives and search for clues within texts.

Model reading strategies – re-reading for clarity and understanding.

Ask children to respond to Retrieval questions-like a dog retrieves a ball, they dive into the text, retrieve the relevant information and respond as directed by the teacher, either verbally or as a written response.