







### Year 1 VIPERS Progression Grid

<b>Y1 NC statements – Reading Comprehension</b>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>  <b>V:</b> listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently  <b>E:</b> being encouraged to link what they read or hear read to their own experiences  <b>V:</b> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  <b>V:</b> recognising and joining in with predictable phrases  <b>V:</b> learning to appreciate rhymes and poems, and to recite some by heart  <b>V:</b> discussing word meanings, linking new meanings to those already known</p> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>  <b>V:</b> drawing on what they already know or on background information and vocabulary provided by the teacher  <b>S:</b> checking that the text makes sense to them as they read and correcting inaccurate reading  <b>S:</b> discussing the significance of the title and events  <b>I:</b> making inferences on the basis of what is being said and done  <b>P:</b> 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  <b>E:</b> explain clearly their understanding of what is read to them.</p>	
	<b>Key Reading Skills</b>	<b>Suggested question stems</b>
 <b>Y1 – Vocabulary</b>	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>draw upon knowledge of vocabulary in order to understand the text</li> <li>join in with predictable phrases</li> <li>use vocabulary given by the teacher</li> <li>discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>What does the word ..... mean in this sentence?</li> <li>Find and copy a word which means .....</li> <li>Which word in do you think is the most important? Why?</li> <li>Which of the words best describes the character or setting?</li> <li>Which word in this part do you think is the most important?</li> <li>Why do you think they repeat this word in the story?</li> </ul>
 <b>Y1 – Inference</b>	<ul style="list-style-type: none"> <li>children make basic inferences about characters' feelings by using what they say as evidence</li> <li>infer basic points with direct reference to the pictures and words in the text</li> <li>discuss the significance of the title and events</li> <li>demonstrate simple inference from the text based on what is said and done</li> </ul>	<ul style="list-style-type: none"> <li>What do you think.....means?</li> <li>Why do you think that?</li> <li>How do you think. ...?</li> <li>When do you think. ...?</li> <li>Where do you think. ?</li> <li>How does ..... make you feel?</li> <li>Why did ..... happen?</li> </ul>
 <b>Y1 – Predict</b>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>make simple predictions based on the story and on their own life experience</li> <li>begin to explain these ideas verbally or through pictures</li> </ul>	<ul style="list-style-type: none"> <li>Looking at the cover and the title, what do you think this book is about?</li> <li>Where do you think.....will go next?</li> <li>What do you think... will say / do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end?</li> <li>Who do you think has done it?</li> <li>What might.....say about that?</li> <li>Can you draw what might happen next?</li> </ul>
 <b>Y1 – Explain</b>	<ul style="list-style-type: none"> <li>give my opinion including likes and dislikes (not nc objective)</li> <li>link what they read or hear to their own experiences</li> <li>explain clearly my understanding of what has been read to them</li> <li>express views about events or characters</li> </ul>	<ul style="list-style-type: none"> <li>Is there anything you would change about this story?</li> <li>What do you like about this text?</li> <li>Who is your favourite character? Why?</li> </ul>



 <p><b>Y1 – Retrieval</b></p>	<ul style="list-style-type: none"> <li>• answer a question about what has just happened in a story</li> <li>• develop their knowledge of retrieval through images</li> <li>• recognize characters, events, titles and information</li> <li>• recognize differences between fiction and non-fiction texts</li> <li>• retrieve information by finding a few key words</li> <li>• Contribute ideas and thoughts in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your favourite character?</li> <li>• Why do you think all the main characters are ... in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set?</li> <li>• Which is your favourite/worst/ funniest/scariest part of the story?</li> <li>• Is this a fiction or a non-fiction book? How do you know?</li> </ul>
 <p><b>Y1 – Sequence</b></p>	<ul style="list-style-type: none"> <li>• retell familiar stories orally e.g fairy stories and traditional tales</li> <li>• sequence the events of a story they are familiar with</li> <li>• begin to discuss how events are linked</li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• Can you number these events in the story?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the....?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• What happened before that?</li> <li>• Can you sequence the key moments in this story?</li> </ul>