



Key Stage 1

In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions.

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Reading Skills River Map- Year 1



Discussing word meanings, linking new meanings to those already known

Discuss his/her favourite words and phrases

Draw upon knowledge of vocabulary in order to understand the text

Join in with predictable phrases

Use vocabulary given by the teacher

Predicting what might happen on the basis of what has been read so far in terms of story, character and plot

Children make basic inferences about characters' feelings by using what they say as evidence

Demonstrate simple inference from the text based on what is said and done

Discuss the significance of the title and events

Begin to explain these ideas verbally or through pictures

Express views about events or characters

Give my opinion including likes and dislikes (not NC objective)

Explain clearly my understanding of what has been read to them

Link what they read or hear to their own experiences

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

Recognize characters, events, titles and information

Recognize differences between fiction and non-fiction texts

Retrieve information by finding a few key words

Answer a question about what has just happened in a story

Contribute ideas and thoughts in discussion

Develop their knowledge of retrieval through images.



Reading Skills River Map- Year 2



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

Make inferences about characters' feelings using what they say and do



Answering and asking questions and modifying answers as the story progresses

Use pictures or words to make inferences

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

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

Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read

Independently read and answer simple questions about what they have just read

Asking and answering retrieval questions



Remember significant event and key information about the text that they have read

Draw on previously taught knowledge

Order events from the text.

Discuss the sequence of events in books and how items of information are related



Retell using a wider variety of story language

Begin to discuss how events are linked focusing on the main content of the story



Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



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Reading Skills River Map- Year 3



Using 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

Children can infer characters' feelings, thoughts and motives from their stated actions

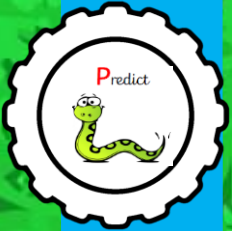


Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives

Make inferences about actions or events

Use relevant prior knowledge to make predictions and justify them

Justify predictions using evidence from the text



Use details from the text to form further predictions

Recognise authorial choices and the purpose of these



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

Retrieve and record information from a fiction text.

Use contents page and subheadings to locate information

Retrieve information from a non-fiction text,



Teachers begin to model how to record summary writing.

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

Learn the skill of 'skim and scan' to retrieve detail

Begin to use quotations from the text

Make simple notes from one source of writing

Identify themes from a wide range of books



Give a brief verbal summary of a story



Reading Skills River Map- Year 4



Using dictionaries to check the meaning of words that they have read

Discussing words and phrases that capture the reader's interest and imagination

Use a thesaurus to find synonyms

Discuss why words have been chosen and the effect these have on the reader

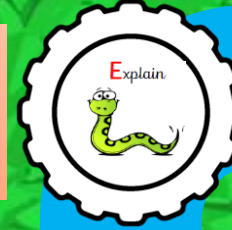
Identifying how language, structure, and presentation contribute to meaning

Identifying main ideas drawn from more than one paragraph

Identifying main ideas drawn from more than one paragraph



Explain how words can capture the interest of the reader



Recognise authorial choices and the purpose of these

Find the meaning of new words using the context of the sentence.

Discuss new and unusual vocabulary and clarify the meaning of these

Justify predictions using evidence from the text.



Monitor these predictions and compare them with the text as they read on

Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information



Summarise whole paragraphs, chapters or text

Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)

Use relevant prior knowledge as well as details from the text to form predictions and to justify them

Retrieve and record information from a fiction or non-fiction text

Highlight key information and record it in bullet points, diagrams, maps etc.



Infer characters' feelings, thoughts and motives from their stated actions

Confidently skim and scan texts to record details



Using relevant quotes to support their answers to questions

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



Reading Skills River Map- Year 5



Discuss how the author's choice of language impacts the reader

Re-write passages using alternative word choices

Begin to look at the use of figurative language

Use a thesaurus to find synonyms for a larger variety of words

Read around the word and *explore its meaning in the broader context of a section or paragraph.

Explore the meaning of words in context, confidently using a dictionary

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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



Distinguish between fact, opinion and bias explaining how they know this

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

Predicting what might happen from details stated and implied

Confirm and modify predictions in light of new information

Make inferences about actions, feelings, events or states

Use figurative language to infer meaning

Recommend books for peers in detail

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Identifying how language, structure and presentation contribute to meaning

Give reasons for authorial choices

Provide increasingly reasoned justification for my views

Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts

Ask my own questions and follow a line of enquiry

Retrieve, record and present information from a wide variety of non-fiction texts.

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

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

Discuss the themes or conventions from a chapter or text

Identify themes across a wide range of writing



Reading Skills River Map- Year 6



Find examples of figurative language and how this impacts the reader and contributes to meaning or mood

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.

Discuss how presentation and structure contribute to meaning

Evaluate how the authors' use of language impacts upon the reader

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences 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

Make inferences about events, feelings, states backing these up with evidence

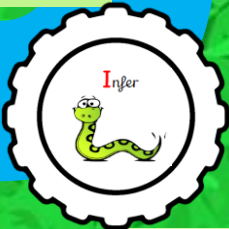


Support predictions by using relevant evidence from the text



Confirm and modify predictions in light of new information

Discuss how characters change and develop through texts by drawing inferences based on indirect clues



Distinguish between fact, opinion and bias explaining how they know this

Explain and discuss their understanding of what they have read, including through formal presentations and debates

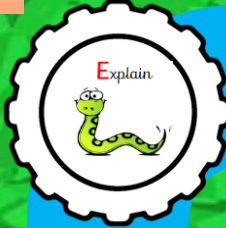
Begin to challenge points of view

Predicting what might happen from details stated and implied

begin to distinguish between fact and opinion

Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts

Ask my own questions and follow a line of enquiry



Recommend books for peers in detail

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Identifying how language, structure and presentation contribute to meaning

Give reasons for authorial choices

Provide increasingly reasoned justification for my views

Retrieve, record and present information from a wide variety of non-fiction texts



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

Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text

Make comparisons across different books

Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs

Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

