



Reading: Comprehension Skills Progression



At the Learning Academies Trust, pupils are taught the Reading objectives from the National Curriculum. We know that to be an accomplished reader, pupils must comprehend what they read and their fluency levels will affect their comprehension. In EYFS and KS1, there is a focus on phonics and applying this to their early reading. Pupils will develop their fluency in reading as part of the phonics programme. When pupils complete the phonics programme, they develop their reading skills by reading texts that are age appropriate and cover a range of text types. Teachers use model, echo and choral reading to explicitly teach fluent reading. Alongside this, reading skills are explicitly taught. To support pupils in remembering the reading skills, the acronym VIPERS is used. VIPERS stands for Vocabulary, Inference, Predictions, Explaining, Retrieval, Sequencing (KS1)/ Summarising (KS2). Pupils will be taught the objectives from the National Curriculum but to enhance their acquisition of these, the VIPERS reading skills will be used.

This document organises National Curriculum objectives against each of the reading skills.

Suggested question stems are provided for each reading skill to ensure teachers ask appropriate questions that will develop pupils' reading skills, leading to them achieving the year group learning objectives.

It is important to note that the non-statutory guidance from the National Curriculum for years 3, 4, 5 and 6 states, "The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge." (DFE, English Programmes of Study: Key Stages 1 and 2, National Curriculum in England, P26). As teachers are likely to be covering a range of skills within each session, a broad learning objective may have to be used; however, teachers can use this document to support their planning of progressive questions and activities that increase in complexity alongside the use of more challenging texts.

Vocabulary



NB. This skill relates closely to Explaining. Pupils will need to explain why authors have chosen to use particular language, as well as demonstrate an understanding of new vocabulary.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		<p>Discussing word meanings, linking new meanings to those already known</p> <p>Introduce the meanings of new words to pupils (before they read on their own)</p>	<p>Discussing and clarifying the meanings of new words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p>	<p>Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck</p>	<p>Identify the language conventions of non-fiction in relation to the text type</p> <p>Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea</p>	<p>Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material</p> <p>Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness</p>	<p>Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/mean it was bendy</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate,</p>

					<i>about how fast and exciting the acrobats are</i>		<i>livid, incensed and their impact</i>
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Suggested Question Stems

Vocabulary

Find and explain the meaning of words in context:

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Inference



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference		<p>Making inferences on the basis of what is being said and done</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Justify inferences with a single piece of evidence from the text to support one specific point</p>	<p>Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real</p> <p>Justify inferences with several pieces of evidence from the text to support one specific point</p>	<p>Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous</p> <p>Justify inferences and views with a variety of references from across the text</p>	<p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told</p> <p>Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting</p>

Suggested Question Stems:

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Prediction



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction		Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied	Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble	Predict what might happen from details implied	Predict what might happen from details implied

Suggested Question Stems:

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain



NB: Pupils will also be expected to explain and justify why authors have chosen to use particular vocabulary. See 'Vocabulary' objectives.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain		Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other materials that they listen and read themselves.	<p>Identify the language conventions of non-fiction in relation to the text type (see range)</p> <p>Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of</p>	<p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork</p>	<p>Make comparisons within and across books</p> <p>Explain their thinking through making reference to key details e.g. quoting from the text</p> <p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of texts contributes to</p>	<p>Explain their thinking through making reference to key details and comparisons</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</p> <p>Distinguish between fact, opinion and bias</p>

				<p>texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/ size of print in 'Emily Brown and the Thing'</p>		<p>the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument</p> <p>Distinguish between fact and opinion</p> <p>Explain and discuss their understanding of what they have read</p>	<p>Explain and discuss their understanding of what they have read</p>
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Suggested Question Stems:

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?

- Is the use of effective?
- The mood of the character changes throughout the text.

Find and copy the phrases which show this.

- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/

Retrieve



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve	Describes main story settings, events and principal characters (30-50months: L:R)	discuss the significance of events in stories and titles of stories	Answering and asking questions linked to what they read	Use contents and subheadings to locate relevant information	Use contents, indexes, glossaries and sub-headings to locate specific information	Retrieve , record and present information from non fiction	Retrieve , record and present information from non fiction

Suggested Questions Stems.

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Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Sequence (KS1) / Summarise (KS2)



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequence/ Summarise		Use of role play to explore and discuss stories they have read	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Retelling familiar stories, fairy stories and traditional tale</p>	Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.	Summarise ideas from across several paragraphs or sections	Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue and identify key details that support their main idea	Summarise ideas, events and information throughout a text and across texts

Suggested Question Stems:

Summarise/Sequence

Summarise/sequence the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened? (Sequencing)
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?