



READING VIPERS PROGRESSION OF SKILLS & KNOWLEDGE: YEAR 1		
	Key VIPERS Reading Skills & Knowledge:	Question Stems:
Year 1- Vocabulary	<ul style="list-style-type: none"> • I can discuss word meanings, linking new meanings to those already known. • I can draw upon knowledge of vocabulary in order to understand the text. • I can join in with predictable phrases. • I can use vocabulary given by the teacher. • I can discuss my favourite words and phrases. 	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means ... • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
Year 1- Inference	<ul style="list-style-type: none"> • I can make basic inferences about characters' feelings by using what I say as evidence. • I can infer basic points with direct reference to the pictures and words in the text. • I can discuss the significance of the title and events. • I can demonstrate simple inference from the text based on what is said and done. 	<ul style="list-style-type: none"> • What do you think...means? • Why do you think that? • How do you think...? • When do you think...? • Where do you think...? • How does ... make you feel? • Why did ...happen?



<p>Year 1- Predict</p>	<ul style="list-style-type: none"> • I can predict what might happen on the basis of what has been read so far in terms of story, character, and plot. • I can make simple predictions based on the story and on my own life experience. • I can begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • 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? • Who do you think has done it? • What might...say about that? • Can you draw what might happen next?
<p>Year 1- Explain</p>	<ul style="list-style-type: none"> • I can give my opinion including likes and dislikes (not NC objective). • I can link what I read or hear to my own experiences. • I can clearly explain my understanding of what has been read to me. • I can express views about events or characters. 	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
<p>Year 1- Retrieve</p>	<ul style="list-style-type: none"> • I can answer a question about what has just happened in a story. • I can develop my knowledge of retrieval through images. • I can recognise characters, events, titles, and information. • I can recognise differences between fiction and non-fiction texts. • I can retrieve information by finding a few key words. • I can contribute ideas and thoughts in discussion. 	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?



Year 1- Sequence	<ul style="list-style-type: none">• I can retell familiar stories orally e.g., fairy stories and traditional tales.• I can sequence the events of a story they are familiar with.• I can begin to discuss how events are linked.	<ul style="list-style-type: none">• What happens in the beginning of the story?• Can you number these events in the story?• How/where does the story start?• What happened at the end of the....?• Can you retell the story to me in 20 words or less?• What happened before that?• Can you sequence the key moments in this story?
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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 NPA:

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's 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.