

Year 1 VIPERS Progression Grid

Year 1 National Curriculum Statements – Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>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</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>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.</p>
Activities to support reading	<p>Model and demonstrate directionality and correct book handling Relate spoken words to written words in context Encourage children to act out parts of the story and retell the story in their own words Transcribe the children’s oral responses into written ones Jump in - Encourage children to continue the story to the end of the punctuation in a known story Choral response - Encourage children to read as a group or class for Shared Reading Allow children to discuss in partners or read together</p>

Year 1 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class reading
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 simple inferences about characters' feelings by using what they say as evidence. • I can infer simple points with reference to the pictures and words in the text • I can discuss 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?
Year 1 Prediction	<ul style="list-style-type: none"> • I can predict what might happen on the basis of what has been read so far story, character and plot • I can make simple predictions based on the story and on their 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?

Year 1 VIPERS Progression Grid

Year 1 Explaining	<ul style="list-style-type: none"> • I can give my opinion including likes and dislikes • I can link what I have read or hear to my own experiences • I can explain clearly my understanding of what has been read to me • I can express my 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?
Year 1 Retrieval	<ul style="list-style-type: none"> • I can a question about what has just happened in a story. • I can develop my knowledge of retrieval . • 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 I am 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?