

VIPERS Progression of skills to aid Whole Class Reading planning (Reception – Year 2)

Use this document to support you in planning your whole class sessions. Within a Whole Class Reading unit, all of the VIPERS reading skills should be met to support children in becoming confident, fluent readers and to support their understanding of what they are reading/ listening to.

The EYFS & NC statements have been included so that you can ensure you are hitting these within each unit.

Alongside this, 'Word Reading' opportunities should **always** be planned into each session to help develop children's decoding skills and build their fluency.

Evidence of WCR sessions should be uploaded to Tapestry termly with observation notes linked to the use of 'VIPERS'.

	Vocabulary	Inference	Predict	Explain	Retrieval	Sequence
Reception	<ul style="list-style-type: none"> - Children learn new vocabulary. - Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Children listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> - Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Children make comments about what they have heard and ask questions to clarify their understanding. - Children ask questions to find out more and to check they understand what has been said to them. - Children express their ideas and feelings about their experiences using full sentences 	<ul style="list-style-type: none"> - Children use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. - Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Children anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> - Children describe events in some detail. - Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Children retell the story, once they have developed a deep familiarity with the text. 		

	Vocabulary	Inference	Predict	Explain	Retrieval	Sequence
Year 1	<ul style="list-style-type: none"> - Children can discuss word meanings, linking new meanings to those already known - Children can draw on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> - Children can discuss the significance of the title and events making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> - Children can predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> - Children can discuss the significance of the title and events - Children can participate in discussion about what is read to them, taking turns and listening to what others say - Children can explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> - Children can develop their knowledge of retrieval through images. 	<ul style="list-style-type: none"> - Children become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Year 2	<ul style="list-style-type: none"> - Children can discuss and clarify the meanings of words, linking new meanings to known vocabulary - Children can discuss their favourite words and phrases 	<ul style="list-style-type: none"> - Children understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done - Children understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions. 	<ul style="list-style-type: none"> - Children can predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> - Children can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. - Children can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> - Children can develop their knowledge of retrieval through images and through finding information within the text. 	<ul style="list-style-type: none"> - Children can discuss the sequence of events in books and how items of information are related