

Year 1 VIPERS Progression

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</p> <p>V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>V3: recognising and joining in with predictable phrases</p> <p>V3: learning to appreciate rhymes and poems, and to recite some by heart</p> <p>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</p> <p>S1: checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>S3: discussing the significance of the title and events</p> <p>I1: making inferences on the basis of what is being said and done</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Allow children to discuss in partners or read together</p>

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	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 doesmake 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?

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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?