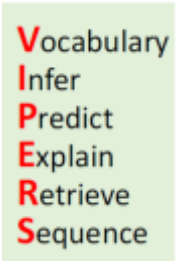
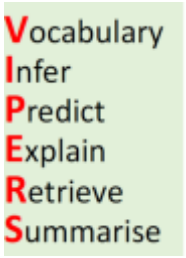
Reading Curriculum Map 2023

VIPERS is a range of reading prompts based on the National Curriculum / test framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. VIPERS stands for:

KS1



KS2



The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

	KS1 **Reading skills are taught and practised using the VIPERS during guided reading sessions.**	**KS2** **Reading skills are taught and practised using the VIPERS during whole class reading sessions.**
Vocabulary	Draws on knowledge of vocabulary to understand texts	Give and explain the meaning of words in context (2a)
Infer	Make inferences from the text	Make inferences from the text. Explain and justify inferences with evidence from the text (2d)
Predict	Predict what might happen on the basis of what has been read do far	Predict what might happen from details stated or implied (2e)
Explain	Explain their preferences, thoughts and opinions about a text.	Explain how information is related and contributes to the meaning (2f), how meaning is enhanced through choice of words and phrases (2g), make comparisons within a text (2h)
Retrieve	Retrieve and identify key aspects of fiction and non-fiction, such as characters, events and information	Retrieve and identify key aspects of fiction and non-fiction, such as characters, events and information (2b)
Sequence	Identify and explain the sequences of events in texts	
Summarise		Summarise main ideas from more than one paragraph. (2c)

Reading Curriculum Map 2023

	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence
Y1	Talk about new words and link to words they already know.	Make inferences on the basis of what is being said and done	Make predictions about what might happen on the basis of what has been read so far	Explain what has happened so far	Answering and asking questions	Discussing the sequence of events in books and how items of information are related
	Example sentence starts					
	What does the word … mean? Find and copy a word	How was … feeling?	Look at the book cover/ blurb- what do you think this book will be about? What do you think will happen next?	Who is your favourite character? Why? What is your favourite part? Why?	Who did…? Where did…? When did…? How many …? What happened to…?	What was the first thing that happened in the story? What happened after…?
	Decoding skills			**Reading for pleasure**		
	Apply phonic knowledge to decode words Read aloud phonically-decodable texts Re-read books to build fluency and confidence Read simple sentences and understand the meaning Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes Read polysyllabic words containing taught GPCs Read common suffixes (–s, –es, –ing, –ed, –er and –est) Read contractions Read accurately by blending taught phonemes Develop some fluency and expression, pausing at full stops Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)			Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.. Learn to appreciate rhymes and poems, and to recite some by heart. Participate in discussion about what is read to them by taking turns and listening to what others say Enjoy sharing books with family and friends.		

Reading Curriculum Map 2023

	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence
Y2	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary	Make inferences on the basis of what is being said and done	Make plausible predictions about what might happen on the basis of what has been read so far	Explain what has happened so far in what he/she has read	Answering and asking questions	Discussing the sequence of events in books and how items of information are related
	Example sentence starts					
	What does the word … mean in this sentence? What does the word … tell you about …? Which word do you think is the most important? Which words best describe the character, setting or mood? Can you think of any other words the author could have used?	Why was … feeling? Why did … happen? Why did… say…? Can you explain why…? How does … make you feel?	Look at the book cover/ blurb- what do you think this book will be about? What do you think will happen next? Why do you think this? What is happening? What do you think happened before?	Who is your favourite character? Why? Would you like to live in this setting? Why/ Why not? Is there anything you would change about this story? What is your favourite part? Why?	What kind of text is this? Who did…? Where did…? When did…? What happened when…? Why did …happen? How did…? How many …? What happened to…?	Can you number the events in order that they happened? What happened after…? What was the first thing that happened in the story? Can you summarise in a sentence the opening, middle, end, page, chapter?
	Decoding skills			**Reading for pleasure**		
	Apply phonic decoding until automatic and reading is fluent Read common suffixes (ed, ing, er, est, , er, ment, ful, ness, less, ly) Re-read books to build up fluency and confidence with word reading. Note punctuation to read with appropriate expression. Read accurately by blending, including alternative sounds for graphemes Read Year 2 common exception words Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically Read polysyllabic words containing above graphemes Read most words quickly & accurately without overt sounding and blending			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 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Enjoy sharing books with family and friends.		

Reading Curriculum Map 2023

	Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
Y3	Understand what is read independently by checking that the text makes sense to them, discussing understanding of words.	Understand what is read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what is reads independently by predicting what might happen from details stated	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Understand what they have read independently by asking questions to improve understanding of a text Retrieve and record information from non-fiction	Understand what they reads independently by identifying main ideas drawn from within one paragraph and summarise these
	Example Question starts					
	What does the word … mean in this sentence? What does the word … tell you about …? Which word do you think is the most important? Which words best describe the character, setting or mood? Find and copy a word which means…	Why was … feeling? Why did … happen? Why did… say…? Can you explain why…? How does … make you feel? How can you tell that… What voice might these characters use?	Look at the book cover/ blurb- what do you think this book will be about? What do you think will happen next? Why do you think this? What is happening? What do you think happened before? Do you think … will happen?	Why is the text arranged in this way? The mood of the character changes- find a phrase which shows this. Which section is the most interesting/ exciting?	Who did…? Where did…? When did…? What happened when…? Why did …happen? How did…? How many …? What happened to…? Give an example of…	Can you number the events in order that they happened? What happened after…? What was the first thing that happened in the story?
	Decoding Skills			**Reading for Pleasure**		
	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say Enjoy sharing books with family and friends.		

Reading Curriculum Map 2023

	Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
Y4	Maintain understanding of what is read by using dictionaries to check the meaning of words read Understand what is read independently by checking that the text makes sense, discussing understanding and explaining the meaning of words in context	Understand what is read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	Understand what is read independently by predicting what might happen from details stated and implied.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Understand what they have read independently by asking questions to improve understanding of a text with increasing complexity. Retrieve and record information from non-fiction over a wide range of subjects	Understand what they reads independently by identifying main ideas drawn from within one paragraph and summarise these
	Examples of sentence starts					
	What does the word … mean in this sentence? Which words tells you that…? What do the words … suggest about the character, setting or mood? Find and copy a word which means…	Why was … feeling? Why did … happen? Can you explain why…? How does … make you feel? How can you tell that… What voice might these characters use? What was … thinking when…?	Look at the book cover- what do you think this book will be about? What do you think will happen next? Why? What is happening now? What do you think happened before? Do you think … will happen?	Why is the text arranged in this way? The mood of the character changes- find a phrase which shows this. Which section is the most interesting/ exciting? Is the use of … effective?	Who did…? Where did…? When did…? Why did …happen? How did…? How many …? What happened to…? Give an example of… What genre is this story?	Can you number the events in order that they happened? What happened after…? What was the first thing that happened in the story? Can you summarise in a sentence the opening, middle, end, page, chapter?
	Decoding Skills			**Reading for Pleasure**		
	Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say Enjoy sharing books with family and friends.		

Reading Curriculum Map 2023

	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence
5	Maintain understanding of what is read by using dictionaries to check the meaning of words read/ explaining the meaning of words in context Discuss and evaluate how authors use language, including figurative language.	Understand what is read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	Understand what is read in increasing complex text by predicting what might happen from details stated and implied.	Maintain positive attitudes to reading and understanding of what has been read by making comparisons within a book	Understand what they have read independently by asking questions to improve understanding of complex texts. Retrieve and record information from non-fiction over a wide range of subjects	Summarise main ideas from more than one paragraph, identifying key details which support these.
	Examples of sentence starts					
	What does the word … mean in this sentence? Which words tells you that…? What do the words … suggest about the character, setting or mood? Find and copy a word which means…	How does … make you feel? How can you tell that… What voice might these characters use? What was … thinking when…? What impression of … do you get from these paragraphs?	Look at the book cover- what do you think this book will be about? What do you think will happen next? Why? What is happening now? What do you think happened before? Do you think … will happen? Do ou think the choice of setting will influence how the plot develops?	Why is the text arranged in this way? The mood of the character changes- find a phrase which shows this. Which section is the most interesting/ exciting? Is the use of … effective? What affect does… have on the audience?	Who did…? Where did…? When did…? Why did …happen? How did…? How many …? What happened to…? Give an example of… What genre is this story? The story is told from whose perspective?	Can you number the events in order that they happened? What happened after…? What was the first thing that happened in the story? Can you summarise in a sentence the opening, middle, end, page, chapter?
	Decoding skills			**Reading for Pleasure**		
	Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words that they meet			Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, classic/ modern fiction, and books from other cultures and traditions Identify and discuss themes and conventions in and across a wide range of writing Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recommend books that they have read to their peers and giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously		

Reading Curriculum Map 2023

	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence
Y6	Understand what is read by checking that the text makes sense, discussing and explaining the meaning of words in context / using dictionaries to check meaning of words Discuss and evaluate how authors use language, including figurative language	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text.	Understand what is read in increasing complex text by predicting what might happen from details stated and implied.	Maintain positive attitudes to reading and understanding of what has been read by making comparisons within and between books.	Understand what they have read independently by asking questions to improve understanding of complex texts. Retrieve and record information from non-fiction over a wide range of subjects	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
	Examples of sentence starts					
	What does the word … mean in this sentence? Which words tells you that…? What do the words … suggest about the character, setting or mood? Find and copy a word which means…	How does … make you feel? How can you tell that… What voice might these characters use? What was … thinking when…? What impression of … do you get from these paragraphs?	Look at the book cover- what do you think this book will be about? What do you think will happen next? Why? What is happening now? What do you think happened before? Do you think … will happen? Do you think the choice of setting will influence how the plot develops?	Why is the text arranged in this way? The mood of the character changes- find a phrase which shows this. Which section is the most interesting/ exciting? Is the use of … effective? What is the author's point of view? What affect does… have on the audience?	Who did…? Where did…? When did…? Why did …happen? How did…? How many …? What happened to…? Give an example of… What genre is this story? The story is told from whose perspective?	Can you number the events in order that they happened? What happened after…? What was the first thing that happened in the story? Can you summarise in a sentence the opening, middle, end, page, chapter?
	Decoding skills			Reading for Pleasure		

Reading Curriculum Map 2023

	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Recommend books that they have read to their peers and giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Enjoy sharing books with family, friends and their buddies in Foundation Stage.