Reading Learning Ladder - VIPERS

Reception					
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
Build up vocabulary that reflects the breadth of their experiences	To begin to understand 'why' and 'how' questions.	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.	Give my opinion including likes and dislikes	To describe main story settings, events and principal characters.	To begin to be aware of the way stories are structured.
Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	To answer 'how' and 'why' questions about their experiences and in response to stories or events		Link what they read or hear to their own experiences		To follow a story without pictures or props.
Use vocabulary and forms of speech that are increasingly influenced by their experiences					

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			Y1		
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
Discuss word meanings, linking new meanings to those already known	Make basic inferences about characters' feelings by using what they say as evidence	Predict what might happen on the basis of what has been read so far in terms of story, character and plot	Express views about events or characters	Answer questions about what has happened in a story	Retell familiar stories orally
Draw upon knowledge of vocabulary in order to understand the text	Infer basic points with direct reference to the pictures	Make simple predictions based on the story and on their own life experiences	Explain understanding of what has been read to them clearly	Develop knowledge of retrieval through images	Sequence the events of a familiar story
Join in with predictable phrases	Discuss the significance of the title and events	Begin to explain these ideas verbally or though pictures		Recognise characters, events, titles and information	Begin to discuss how events are linked
Use vocabulary given by the teacher	Demonstrate simple inference from the text based on what is said and done			Recognise differences between fiction and non-fiction texts	
				Retrieve information by finding a few key words	
				Contribute ideas and thoughts in discussion	

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	Y2					
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
Discuss and clarify the meanings of words; link new meanings to known vocabulary	Make inferences about characters' feelings using what they say and do.	Predict what might happen on the basis of what has been read in terms of story, plot, character and language so far	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Read and answer simple questions about what they have just read	Discuss the sequence of events in books and how items of information are related
Discuss favourite words and phrases	Infer basic points and begin, with support, to pick up on subtler references	Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	Express my own views about a book or poem	Monitor reading, checking words that they have decoded, to ensure that they fit within the text they have already read	Retell using a wider variety of story language
Recognise some recurring language in stories and poems	Answer and ask questions and modify answers as the story progresses		Discuss some similarities between books	Draw on previously taught knowledge	Order events from the text
	Use pictures or words to make inferences		Listen to the opinion of others	Remember significant events and key information about the text that they have read	Begin to discuss how events are linked focusing on the main content of the story
				Ask and answering retrieval questions	

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Y3					
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
Use dictionaries to check the meaning of words that they have read	Infer characters' feelings and thoughts from their stated actions	Justify predictions using a piece evidence from the text.	Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books	Use contents page and subheadings to locate information	Identify main ideas drawn from a key paragraph or page and summarise these
Discuss words that capture the readers interest or imagination	Justify inferences by referencing a specific point in the text	Use relevant prior knowledge to make predictions and justify them	Identify how language, structure, and contribute to meaning of both fiction and non-fiction texts	Learn the skill of 'skim and scan' to retrieve details	Begin to distinguish between the important and less important information in a text
Identify how language choices help build meaning	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings and thoughts	Use details from the text to form further predictions	Recognise authorial choices	Begin to use quotations from the text	Give a brief verbal summary of a story
Find the meaning of new words using substitution within a sentence	Make inferences about actions or events			Retrieve information from a fiction text	Begin to explore how to record summary writing, modelled by teachers
				Retrieve information from a non-fiction text	Identify themes from a wide range of books
					Make simple notes from one source of writing

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Y4					
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
Use a thesaurus to find synonyms	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives	Justify predictions using more than one piece of evidence from the text	Discuss words and phrases that capture the reader's interest and imagination	Skim and scan texts to record details	Write brief summaries of main points, identifying and using important information
Discuss why words have been chosen and the effect these have on the reader	Infer characters' feelings, thoughts and motives from their stated actions	Use relevant prior knowledge as well as details from the text to form predictions and to justify them.	Identify how language, structure, and presentation contribute to meaning	Using relevant quotes to support answers	Identify main ideas drawn from more than one paragraph
Explain how words can capture the interest of the reader	Consolidate the skill of justifying using a specific reference point in the text	Monitor predictions and compare them with the text as they read on	Recognise authorial choices and the purpose of these	Retrieve and record information from a fiction or non-fiction text.	Identify themes from a wide range of books
Discuss new and unusual vocabulary and clarify the meaning of these	Use more than one piece of evidence to justify answers				Summarise whole paragraphs, chapters or texts
Find the meaning of new words using the context of the sentence					Highlight key information and record it e.g. in bullet points, diagrams, maps

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Y5					
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
Explore the meaning of words in context, confidently using a dictionary	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Predict what might happen from details stated	Provide justification for my views	Confidently skim and scan, and also use the skill of reading before and after to retrieve information	Summarise the main ideas drawn from more than one paragraph, page or chapter, identify key details to support the main ideas.
Discuss how the author's choice of language impacts the reader	Make inferences about actions, feelings, events or states	Support predictions with relevant evidence from the text	Recommend books for peers in detail	Use evidence from across larger sections of text	Make connections between information across the text and include this is an answer.
Evaluate the authors use of language	Use figurative language to infer meaning	Confirm and modify predictions as they read on	Give reasons for authorial choices	Read a broader range of texts including myths, legends and stories from other cultures	Discuss the themes or conventions from a chapter or text
Investigate alternative word choices that could be made	Give one or two pieces of evidence to support the point they are making		Begin to challenge points of view	Retrieve, record and present information from non-fiction texts	Identify themes across a wide range of writing
Begin to look at the use of figurative language	Begin to draw evidence from more than one place across a text		Explain how language, structure and presentation contribute to meaning	Ask my own questions	
Use a thesaurus to find synonyms for a			Discuss how authors use language,		

larger variety of words			including figurative language, considering the impact on the reader		
Re-write passages using alternative word choices			Explain their understanding of what they have read, including through formal presentations and debates		
Read around the word and explore its meaning in the broader context of a section or paragraph					

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Y6					
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Summarise**
Evaluate how the authors' use of language impacts upon the reader	Make inferences about events, feelings, states backing these up with evidence.	Predict what might happen from details stated and implied	Provide increasingly reasoned justification for my views	Confidently skim and scan, and also use the skill of reading before and after to retrieve information and record details	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text
Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.	Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text	Support predictions by using multiple pieces of relevant evidence from the text	Use multiple pieces of evidence from the text to challenge points of view	Use evidence from across whole chapters or texts	Summarise the main ideas drawn from the whole text, identifying key details to support the main ideas
Discuss how presentation and structure contribute to meaning.	Discuss how characters change and develop through texts by drawing inferences based on indirect clues	Confirm and modify predictions in light of new information	Begin to distinguish between fact and opinion	Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.	Make comparisons across different texts
Explore the meaning of words in context by 'reading around the word' and independently explore			Discuss and evaluate how authors use language, including figurative language,	Retrieve, record and present information from a wide variety of non-fiction texts	Summarise entire texts, in addition to chapters or paragraphs, using a

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its meaning in the broader context of a section or paragraph.			considering the impact on the reader		limited amount of words or paragraphs.
			Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Ask my own questions of s broad range of texts and follow a line of enquiry	
			Distinguish between fact, opinion and bias explaining how they know this		