VIPERS is a method we use at Roehampton Church School to teach reading comprehension skills to pupils during reading lessons.

- The word VIPERS is a mnemonic for the main areas associated with reading comprehension within the National Curriculum.
- VIPERS has slightly different meanings between KS1 and KS2 which are detailed below:
  - KS1: Vocabulary, Inference, Predict, Explain, Retrieval and Sequence
  - KS2: Vocabulary, Inference, Predict, Explain, Retrieval and Summarise

Year/ Vipers	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
EYFS	• To build up vocabulary that reflects the breadth of their experiences • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of the new words • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• To begin to understand 'why' and 'how' questions • To answer 'how' and 'why' questions about their experiences and in response to stories or events	• To anticipate key events and phrases in rhymes and stories • To suggest how a story might end		• To describe main story settings, events and main characters	• To begin to be aware of the way stories are structured • **Nursery**: To follow a story with pictures or props • **Reception**: To follow a story without pictures or props
EYFS Example Question Stems	• What do the words… mean? vocabulary • Why is… a good name for…? • This word means that…?	• (Looking at pictures/ pages from familiar stories) How might … be feeling? How do you know? • Have you ever felt…why? • Why is this character doing this?	• What might happen at the end of the story? • What might happen in the story? • What might happen next?		• What can you see on the front cover? • Do you know any other stories like this one? • What did you find out?	• Can you order these parts of the story? • What happened first, next…?

Roehampton Church School – Reading VIPERS Progression

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Year 1	• Discussing word meanings, linking new meanings to those already known • Use vocabulary given by the teacher • Join in with predictable/ repeated words and phrases	• Discussing the significance of the title and events making inferences on the basis of what is being said and done • Developing inference through use of pictures	• Predicting what might happen on the basis of what has been read so far	• Explain and discuss their preferences, thoughts and opinions about texts • Link what they read and hear to their own experiences	• Answering questions about what has just happened in a story. • Developing their knowledge of retrieval through images	• To retell familiar stories orally • To sequence the events of a story they are familiar with
Year 1 Example Question Stems	• What does the word …mean in this sentence? • Which word in this section do you think is the most important? Why? • Can you think of any other words the author could have used to describe this?	• Why was ….. feeling….? • Why did…. happen? • 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? What makes you think this? • What is happening? What do you think happened before? What do you think will happen after?	• Who is your favourite character? Why? • Would you like to live in this setting? Why/ why not? • Do you like this text? What do you like about it?	• Who did…? • Where did…? • When did…? • Why did… happen? • How did…? • How many…? • What happened to…? • Who is/are the main characters?	• What happened in the beginning of the story? • What happened after…? • What happened at the end of…? • Can you sequence the key moments in the story?

Year/ Vipers	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 2	• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Recognising some recurring language in stories and poems	• Making inferences on the basis of what is being said and done • Inferring basic points and begin, with support, to pick up on subtler references. • Answering and asking questions and modifying answers as the story progresses • Use pictures or words to make inferences	• Predicting what might happen on the basis of what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Independently read and answer simple questions about what they have just read. • Asking and answering retrieval questions	• Discussing the sequence of events in books and how items of information are related. • Retell using a wider variety of story language. • Order events from the text.
Year 2 Example Question Stems	• Find and copy a word which means… • Can you find a noun/adjective/verb that tells/shows you that…? • Why do you think that the author used the word… to describe…? • Which word do you think is most important in this section? Why?	• What do you think…. means? • Why do you think…? • How do you think…? • When do you think…? • Where do you think…? • How has the author made us think that…? • Why did… say….?	• 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? What makes you say that? • Who do you think has done it?	• What is similar/ different about two characters? • Explain why… did that • Is this as good as…? • Does the picture help us? How? • What would you do if you were…?	• When/where is this story set? How do you know? • Which is your favourite/ worst/ scariest part of the story? Why? • Tell me three facts you have learned from the text.	• What happens in the story's opening? • What happened at the end of the…? • What is the dilemma in this story? • How is it resolved?

Year/ Vipers	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 3	• Using dictionaries to check the meaning of words that they have read • Discussing words that capture the readers interest or imagination • Identifying how language choices help build meaning • Finding the meaning of new words using substitution within a sentence	• Inferring characters' feelings, thoughts and motives from their stated actions. • Asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Making inferences about actions or events	• Justifying predictions using evidence from the text. • Using relevant prior knowledge as well as details from the text to form predictions and to justify them	• Discussing the features of a wide range of texts e.g. fiction, poetry, plays, non-fiction • Explaining how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts	• Retrieving and recording information from fiction and non-fiction texts. • Using contents page and subheadings to locate information	• Identifying main ideas drawn from a key paragraph or page and summarising these • Giving a brief verbal summary of a text.
Year 3 Example Question Stems	• What does this word/phrase/ sentence tell you about the character/setting/mood? • Which word tells you that…? • Find and copy the word that is closest in meaning to…	• What do you think…. means? • Why do you think…? • How do you think….? • Can you explain why….? • Find and copy a group of words which show…? • How does the description of … show that they are…?	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?	• Explain why… did that. • Is this as good as…? • What is the purpose of this text and who do you think it was written for?	• Who is…? • How did…? • When / where is this story set? • What can I use to help me navigate this book? • Whose perspective is the story told from?	• What is the main point in this paragraph? • Number these events 1-5 in the order that they happened

Year/ Vipers	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 4	• Discussing why words have been chosen and the effect these have on the reader • Using dictionaries to check the meaning of words that they have read • Using a thesaurus to find synonyms	• Inferring characters' feelings, thoughts and motives from their stated actions. • Consolidating the skill of justifying using a specific reference point in the text • Using more than one piece of evidence to justify their answers	• Justifying predictions using evidence from the text. • Using relevant prior knowledge as well as details from the text to form predictions and to justify them	• Explaining how words and phrases capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning	• Retrieving and recording information from fiction and non-fiction texts • Confidently skimming and scanning texts to record details	• Identifying main ideas drawn from more than one paragraph • Identify themes from a wide range of texts
Year 4 Example Question Stems	• Find and copy a word in the text that means… • By writing…, what effect has the author created? • What other words/phrases could the author have used here? Why? • Which word tells you that…?	• What do you think…. means? • How do you think…? • Can you explain why…? • Find and copy a group of words which show that… • What impression of …do you get from this paragraph? • What voice might these characters' use? • Find a group of words which show…	• Can you think of another text with a similar theme? How do their plots differ? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen?	• Explain why… did that. • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here?	• How did…? • How often…? • How can you use the subheading to…? • When/where is the story set? • What can you learn about…… from this section?	• Sum up what has happened so far in X words • Which is the most important point in these paragraphs? • Order these events 1-5 in the order that they happened

Year/ Vipers	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 5	• Exploring the meaning of words in context • Investigating alternative word choices that could be made	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Using figurative language to infer meaning	• Predicting what might happen from details stated and implied • Supporting predictions with relevant evidence from the text.	• Explaining how language, structure & presentation contribute to meaning • Explaining how meaning is enhanced through choice of language.	• Retrieving and recording information from fiction and non-fiction texts • Using evidence from across larger sections of text	• Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text • identifying key details to support the main ideas.
Year 5 Example Question Stems	• What do the words... suggest about the character, setting and mood? • Find a word or phrase which shows/suggests that… • By writing…, what effect has the author created? • Find and copy the word which is closest in meaning to…	• Find and copy a group of words which show that… • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of… show that…? • What impression of… do you get from…? • Why do you think the author chose to…?	• What does this paragraph suggest will happen next? • Do you think the choice of setting will influence how the plot develops?	• How is the text organised and what impact does this have on you as a reader? • Is the use of …. effective? • How does the author engage the audience? • Which words and phrases did... effectively?	• How would you describe this story/text? • What genre is it? How do you know? • What happened to…? • What does…. do? • Give one example of……	• Number these events 1-5 in the order that they happened • What happened after …….? • In what order do these chapter headings come in the story?

Roehampton Church School – Reading VIPERS Progression

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Year 6	• Giving/explaining the meaning of words in context	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	• Predicting what might happen from details stated and implied • Supporting predictions with relevant evidence from the text.	• Explaining how information is related and contributes to the meaning as a whole. • Explain how meaning is enhanced through choice of language	• Retrieving and recording information from fiction and non-fiction texts • Using evidence from across larger sections of text	• Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text • identifying key details to support the main ideas.
Year 6 Example Question Stems	• What do the words ...... and ... suggest about the character, setting and mood? • Which word tells you that….? • Find one word in the text which means… • Find and copy the word that is closest in meaning to… • Find a word or phrase which shows/suggests that…	• What impression of …… do you get from these paragraphs? • Find and copy a group of words which show that… • How do these words make the reader feel? • How do the descriptions of… show that…? • What impression of… do you get from…? • Why do you think the author chose to…?	• What does this paragraph suggest will happen next? • Do you think the choice of setting will influence how the plot develops? • Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.	• How is the text organised and what impact does this have on you as a reader? • Is the use of …. effective? • How does the author engage the audience? • Which words and phrases did... effectively?	• How would you describe this story/text? • What genre is it? How do you know? • What happened to…? • What does…. do? • Give one example of……	• Number these events 1-5 in the order that they happened • In what order do these chapter headings come in the story? •