

Year 2 VIPERS Progression

<p>Year 2 National Curriculum statements - Reading comprehension</p>	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>V: recognising simple recurring literary language in stories and poetry V: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V: discussing their favourite words and phrases E: listening to, discussing and expressing 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 E: being introduced to non-fiction books that are structured in different ways S: discussing the sequence of events in books and how items of information are related S: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>V/R: drawing on what they already know or on background information and vocabulary provided by the teacher I: making inferences on the basis of what is being said and done I/R: participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say P: predicting what might happen on the basis of what has been read so far E: explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves R: checking the text makes sense to them as they read and correcting inaccurate reading R: answering and asking questions</p>
<p>Activities to support reading</p>	<ul style="list-style-type: none"> • Relate spoken words to written words in context • Vocabulary matching activities • SATs style questions • Retell stories orally and in written form - acting out where appropriate • Always encourage children to give reasons for their answers • Model searching for clues in the text - 'put your finger on the answer' • Model reading between the lines • Model reading strategies • Create story maps of events and speech/thought bubbles to explore character actions, thoughts and feelings

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	Key reading skills	Suggested question stems
Year 2 - Vocabulary	<ul style="list-style-type: none"> discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> Can you find a noun/adjective/verb that tells/shows you that...? Find one word in the text that means... Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?
Year 2 - Inference	<ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do. infer 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 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Why do you think...? How do you think...? When do you think...? Where do you think...? How has the author made us think that...? How was...feeling? Why? How do you know?
Year 2 - Predict	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 might... say about that? How does the choice of character affect what will happen next?

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Year 2 - Explain	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves express my own views about a book or poem discuss some similarities between books listen to the opinion of others look at the structure of non-fiction texts 	<ul style="list-style-type: none"> What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why? What is the structure of the text? How does the structure or layout help you to read the text?
Year 2 - Retrieve	<ul style="list-style-type: none"> independently read and answer simple questions about what they have just read. asking and answering retrieval questions draw on previously taught knowledge remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> Who is/are the main character(s)? How many...? Who/What/Where/When did...? When/where is this story set? How do you know? Which is your favourite/worst/funniest/ scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?
Year 2 - Sequence	<ul style="list-style-type: none"> discuss 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. begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> What happens in the story's opening? How/where does the story start? What happened at the end of the...? What is the dilemma in this story? How is it resolved? Can you number these events from 1-5? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?