

READING VIPERS PROGRESSION OF SKILLS: YEAR 1

	Key VIPERS Reading Skills:	Question Stems:
Year 1- Vocabulary	<ul style="list-style-type: none"> ● To be able to discuss word meanings, linking new meanings to those already known. ● To be able to draw upon knowledge of vocabulary in order to understand the text. ● To be able to join in with predictable phrases. ● To use vocabulary given by the teacher. ● To be able to discuss their favourite words and phrases. <p>To do this I must already know:</p> <ul style="list-style-type: none"> ● That words have meanings. ● That different words can mean the same thing. ● That stories and poems can have repeating patterns. 	<ul style="list-style-type: none"> ● What does the word mean in this sentence? ● Find and copy a word which means ● Which word in xxx 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?

<p style="text-align: center;">Year 1- Infer</p>	<ul style="list-style-type: none"> ● To be able to make basic inferences about characters' feelings by using what they say as evidence. ● To be able to infer basic points with direct reference to the pictures and words in the text. ● To be able to discuss the significance of the title and events. ● To be able to demonstrate simple inference from the text based on what is said and done. <p>To do this I must already know:</p> <ul style="list-style-type: none"> ● That some words can hint at meaning e.g. 'cried' means they were upset. ● That pictures can show me how a character feels or what a setting is like. 	<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 does make you feel? ● Why did happen?
<p style="text-align: center;">Year 1- Predict</p>	<ul style="list-style-type: none"> ● To be able to predict what might happen on the basis of what has been read so far in terms of story, character and plot. ● To be able to make simple predictions based on the story and on their own life experience. ● To begin to explain these ideas verbally or through pictures. <p>To do this I must already know:</p> <ul style="list-style-type: none"> ● That a prediction is me giving my opinion about what might happen next. ● That some stories have similar plots e.g. happy endings in fairy stories. ● That I can use picture clues to make a prediction. 	<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?

Year 1- Explain

- To be able to give my opinion including likes and dislikes (not NC objective).
- To link what they read or hear to their own experiences.
- To explain clearly my understanding of what has been read to them.
- To express views about events or characters

To do this I must already know:

- That my opinion is what I think, backed up with evidence from the text.
- That characters often have the same experiences.
- That because helps me to explain my views.

- Is there anything you would change about this story?
- What do you like about this text?
- Who is your favourite character? Why?

Year 1- Retrieve

- To answer a question about what has just happened in a story.
- To develop their knowledge of retrieval through images.
- To be able to recognise characters, events, titles and information.
- To recognise differences between fiction and non-fiction texts.
- To retrieve information by finding a few key words.
- To be able to contribute ideas and thoughts in discussion.

To do this I must already know:

- How to listen carefully to a story and join in with actions.
- That some books are fiction and some books give me information (non-fiction).
- That fiction and non-fiction books are organised differently and be able to find a contents page, title, blurb etc.
- That a blurb gives me information about a text.
- That a key word in a question will help me find an answer in the text.

- 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"> ● To be able to retell familiar stories orally e.g fairy stories and traditional tales. ● To be able to sequence the events of a story they are familiar with. ● To begin to discuss how events are linked. <p>To do this I must already know:</p> <ul style="list-style-type: none"> ● The plot of a few key traditional tales and fairy tales. ● Traditional story language such as once upon a time, happily ever after. ● Know some simple time words eg. after, next, then. 	<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?
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<p>Year 1 National Curriculum Statements – Reading Comprehension</p> <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</p> <p>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>
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Examples of some of the activities to support Reading at SNELA:

Model and demonstrate directionality and correct book handling.

Relate spoken words to written words in context.

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.

Jump in – Encourage children to continue the story to the end of the punctuation in a known story.

MTYT – Allow children to discuss with partners or read together.

Choral Reading – Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Always ask the children to explain their responses to questions – How do you know?

Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings.

Relate the text type back to the writing the children have completed.

Model how to construct a summary of a text.

Jump in – Encourage children to continue the story to the end of the punctuation in a known story.

Echo Reading-This a reading strategy designed to help children develop expressive and fluent reading. In echo reading, the teacher will read a short part of the text, perhaps a sentence or paragraph, and the child will echo it back. This strategy focuses on fluency, but it also helps children develop their print knowledge.

Ask children to become 'Reading Detectives' and search for clues within texts.

Model reading strategies – re-reading for clarity and understanding.

Ask children to respond to Retrieval questions-like a dog retrieves a ball, they dive into the text, retrieve the relevant information and respond as directed by the teacher, either verbally or as a written response.