READING VIPERS PROGRESSION OF SKILLS: YEAR 2		
	Key VIPERS Reading Skills:	**Question Stems:**
Year 2-Vocabulary	• To be able to discuss and clarify the meanings of words; link new meanings to known vocabulary. • To be able to discuss their favourite words and phrases. • To recognise some recurring language in stories and poems. **To do this I must already know:** • That many different words can mean the same thing or offer an extra layer of meaning e.g. the difference between 'walked' and 'wandered'. • That simple thesaurus cards can help me find words that have similar meanings. • I know that stories have a beginning, middle and end and that I can use actions or story boards to help retell a story. • I know to listen carefully to a story in order to find repetition. • I know where a glossary is and that this will define the meaning of unfamiliar words.	• 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 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- Infer	- To be able to make inferences about characters' feelings using what they say and do. - To infer basic points and begin, with support, to pick up on subtler references. - To answer and ask questions and modify answers as the story progresses. - To be able to use pictures or words to make inferences. **To do this I must already know:** - That an inference question is answered by looking for clues in a word, text or image. - That a word can hint at how a character is feeling e.g. 'he panted heavily' means a character could be tired.	- 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...?
Year 2- Predict	- To be able to predict what might happen on the basis of what has been read so far. - To be able to make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. . **To do this I must already know:** - That many stories have similar endings or characters. - That a prediction is a sensible guess.	- 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?

Year 2- Explain	• To be able to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • To be able to express their own views about a book or poem. • To be able to discuss some similarities between books. • To be able to listen to the opinion of others. **To do this I must already know:** • That my answer should contain because or as. • That I can use my own experiences to answer questions. • That some books can share similarities. •	• 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?
Year 2- Retrieve	• To independently read and answer simple questions about what they have just read. • To ask and answer retrieval questions • To be able to draw on previously taught knowledge. **To do this I must already know:** • That words or phrases carry meaning. • That answers can be found directly in the text. • That I can underline an answer in the text.	• Who is/are the main character(s)? • 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	• Be able to discuss the sequence of events in books and how items of information are related. • To be able to retell using a wider variety of story language. • To be able to order events from the text. • To begin to discuss how events are linked focusing on the main content of the story. **To do this I must already know:** • A variety of time words. • That story boards or actions can help me to sequence events. • That stories often share plot development and need a beginning, middle and end.	• 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 retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story in order to sequence it accurately?

Year 2 National Curriculum Statements – Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

V1: 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

S1: discussing the sequence of events in books and how items of information are related

S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

E1/3: being introduced to non-fiction books that are structured in different ways

V3: recognising simple recurring literary language in stories and poetry

V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

V2: discussing their favourite words and phrases

S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

V2: drawing on what they already know or on background information and vocabulary provided by the teacher

R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading

I1/2: making inferences on the basis of what is being said and done

R1/2: answering and asking questions
P1/2: predicting what might happen on the basis of what has been read so far
I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to
what others say
E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Examples of some of the activities to support Reading at SNELA:

Transcribe the children's oral responses into written ones and model structures for answering questions.
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.
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.
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.
MTYT – Allow children to discuss in partners or read together.
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.
Point and prove it: Particularly relevant for inference and explain strands, model giving a point of view and then proving that point with a piece of evidence from the text.