Year 2 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	• 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	• 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 Inference	• 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	• 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 Prediction	• 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	• 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 Explaining	• 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	• 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?

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Year 2 Retrieval	• 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	• 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	• 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.	• 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?