

Year 2 Vipers Progression

	Key Reading Skill	Stem Questions
Vocabulary	<ul style="list-style-type: none"> • Children can independently draw upon knowledge of vocabulary in order to understand the text. • Clarify the meaning of words, linking new meanings to known vocabulary • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Discuss favourite words/ phrases. 	<ul style="list-style-type: none"> • Find and copy a word which means? • Which word in this section do you think is the most important? Why? • Can you think of another word that the author could have used to describe this? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...?
Inference	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done answering and asking questions • Guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences • Explain their understanding of what is read to them, beyond that which is explicitly • In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher 	<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...?
Prediction	<ul style="list-style-type: none"> • Children can independently predict what they think will happen based on the evidence that has been given to them • Predict what might happen next, on the basis of what has been read so far • What do you think the last paragraph suggests will happen next? 	<ul style="list-style-type: none"> • 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? Where do you think.... will go next?

<p style="text-align: center;">Explaining</p>	<ul style="list-style-type: none"> • Develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability • Participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others 	<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?
<p style="text-align: center;">Retrieve</p>	<ul style="list-style-type: none"> • Begin to scan for key words in the text order to locate answers • Begin to analyse the wording of a question in order to choose what to look for e; sometimes can find answers where the question word does not match the text word • Learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g., by reading subheadings or using other visual information, in order to retrieve solutions • Recognise simple recurring literary language • Locate and discuss favourite words and phrases 	<ul style="list-style-type: none"> • 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?
<p style="text-align: center;">Summarise/Sequence</p>	<ul style="list-style-type: none"> • Begin to summarise the main ideas from more than one paragraph. • Discuss the <i>sequence of events</i> in stories • <i>Retell these events orally</i>, once the story has become familiar; talk about how different items of information in non-fiction texts are related; <i>recognise simple recurring literary language</i> e.g., once, long ago. 	<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 summarise in 3 sentences the beginning, middle and end of this story?