

Reading Skills Progression Document

School Reading Approach:

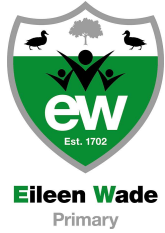
- **Foundation Stage to End of Key Stage 1:** Read Write Inc. Phonics & Reading
- **Key Stage 2:** Guided Reading using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising)

Foundation Stage (Reception)

Approach: Read Write Inc. Phonics

Focus Areas:

- **Phonics and Decoding:**
 - Learn Set 1 sounds (single-letter and some digraphs)
 - Blend sounds to read CVC words
 - Read simple captions and sentences
- **Word Reading:**
 - Recognise and read 'green' words (decodable) and 'red' words (tricky/high-frequency)
- **Fluency:**
 - Begin to read with some pace and expression
- **Comprehension:**
 - Talk about stories (characters, settings, events)
 - Answer simple who/what/where questions
 - Retell familiar stories using pictures or props



Key Stage 1 - Year 1

Approach: Read Write Inc. Phonics & Reading

Focus Areas:

- **Phonics and Decoding:**
 - Secure Set 1 and learn Set 2 & 3 sounds (including alternate spellings)
 - Confident blending and segmenting for reading and writing
- **Word Reading:**
 - Increase speed of reading 'green' words
 - Read age-appropriate 'red' words fluently
- **Fluency:**
 - Develop smoother reading, with attention to punctuation
- **Comprehension:**
 - Recall key events and main ideas
 - Answer retrieval questions
 - Begin to infer feelings or motives with support
 - Discuss vocabulary from texts

Key Stage 1 - Year 2

Approach: Read Write Inc. (as needed) / Transition to Book Bands / Guided Reading

Focus Areas:

- **Word Reading:**
 - Apply phonics knowledge independently in unfamiliar texts
 - Read with increased fluency and accuracy
- **Comprehension:**
 - Retrieve information from fiction and non-fiction texts
 - Make basic inferences and predictions
 - Begin summarising ideas in a text
 - Talk about author's choice of words and meanings
- **Transition to VIPERS:**
 - Introduce VIPERS language during guided reading sessions:
 - Vocabulary - identify new words and their meanings
 - Inference - simple inferences based on what is said and done
 - Prediction - predict what might happen next using evidence
 - Explanation - explain ideas or opinions about a text
 - Retrieval - find key information
 - Sequence/Summarise - retell the main events in order



Eileen Wade
Primary



Eileen Wade
Primary

Key Stage 2 – Years 3 to 6

Approach: Guided Reading using VIPERS

Skill Area	Year 3	Year 4	Year 5	Year 6
Vocabulary	Discuss meanings of words in context	Identify figurative language and word choices	Explore language for effect	Analyse author's word choice and its impact
Inference	Use clues to infer characters' feelings and motives	Make inferences with evidence	Justify inferences using multiple clues	Make nuanced inferences across longer texts
Prediction	Predict events based on details given	Predict using structural and thematic clues	Make reasoned predictions with textual support	Predict complex developments or endings
Explanation	Explain what is happening and why	Explain reasons for author choices	Discuss themes and conventions	Evaluate authorial techniques and intent
Retrieval	Find key facts and details	Locate and summarise key points	Use skimming and scanning efficiently	Select precise evidence from the text
Summarising	Summarise a paragraph	Summarise multiple sections	Summarise with reference to themes	Summarise and evaluate ideas across whole texts

Assessment and Monitoring

- Foundation Stage & KS1:



- Regular Read Write Inc. assessments (phonic screening, group placement)
 - 1:1 tutoring/intervention for pupils below expected standard
- **KS2:**
 - Guided reading records using VIPERS question stems
 - Termly comprehension assessments

