



Reading on a page – Shared Reading

When marking we use a star to show that the Learning objective is achieved. More specific marking is not expected but is encouraged if a child has made numerous errors.



Year 2 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2: Vocabulary	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can you find a noun/adjective/verb that tells/does 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	<ul style="list-style-type: none"> 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 	<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...?
Year 2: Prediction	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Where do you think... will go next? What do you think... will explain 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	<ul style="list-style-type: none"> 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 	<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 at all? How? What would you do if you were...? Would you like to be in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?

In Reading, we base our units on chapter books, shorter picture books or standalone texts. Our Reading Progression Maps for each year group can be found on our website.

Our learning is in line with the age-related objectives for each year group.

Our 'Book Flix' display in the corridor shows the texts each class last read, is currently reading and will read.



Our 'Reading Journey' display in reception demonstrates how we as a school create a reading culture.



