Year 2
VIPERS KPI
Progression
Grid

| Year 2 VIPERS KPI Progression Grid | Working towards | Working towards | Working towards | Working towards | Working towards | Working towards | Working at | Working at | Working at | Working at | Working at | Working at | Working at | Working at | Greater Depth | Greater Depth | Greater Depth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | WORD READING Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* | WORD READING Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* | WORD READING Read many common exception words | WORD READING In a book closely matched to the GPCs as above, the pupil can: Read aloud many words quickly and accurately without overt sounding and blending | WORD READING In a book closely matched to the GPCs as above, the pupil can: Sound out many unfamiliar words accurately | INFERENCE In a familiar book that is read to them, the pupil can: answer questions in discussion with the teacher and make simple inferences. | WORD READING Read accurately most words of two or more syllables | WORD READING Read most words containing common suffixes* | WORD READING Read most common exception words* | WORD READING Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words | WORD READING Sound out most unfamiliar words accurately without undue hesitation | EXPLAIN In a familiar book that they can already read fluently, the pupil can: ·Check it makes sense to them, correcting any inaccurate reading | INFERENCE In a familiar book that they can already read fluently, the pupil can: · Answer questions and make some inferences | EXPLAIN In a familiar book that they can already read fluently, the pupil can: ·Explain what has happened so far in what they have read | INFERENCE The pupil can, in a book they are reading independently:· Make inferences | PREDICTION The pupil can, in a book they are reading independently:· Make a plausible prediction about what might happen on the basis of what has been read so far | EXPLAIN The pupil can, in a book they are reading independently:· Make links between the book they are reading and other books they have read |