



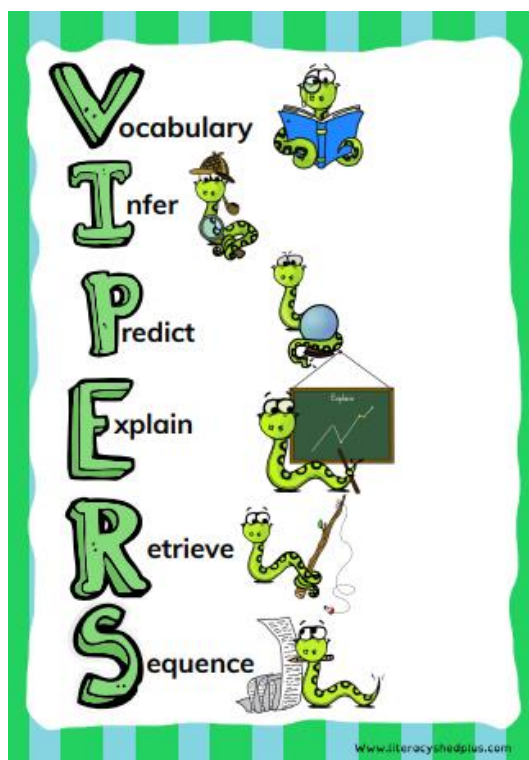
This document supports the teaching of whole class Reading Comprehension at Metherringham Primary School.

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS, which were created by Rob Smith (The Literacy Shed).

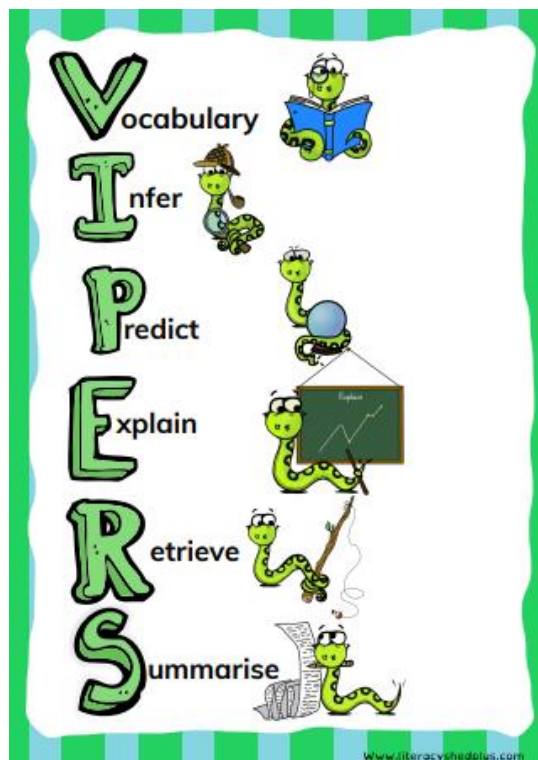
VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

### KS1



### KS2



*In KS1, 'Explain' is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about the text.*

*In KS2, the 'Explain' section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.*

The 6 domains focus on the comprehension aspect of reading and not the mechanics (decoding, fluency, prosody etc.) As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of comprehension questions. They allow the teacher to track the type of questions asked and the children's responses to these which allow for targeted questioning afterwards.

## **Key Stage One**

### **KS1 VIPERS Question Stems**

In KS1 children's reading skills are taught and practised using the VIPERS during whole class reading sessions.

<b>KS1 Content Domain Reference</b>	<b>VIPER</b>
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

Twinkl KS1 reading dog images support understand of the VIPERS.



## **Key Stage Two**

### **KS2 VIPERS Question Stems**

In KS2 children's reading skills are taught and practised using VIPERS during whole class reading sessions.

<b>KS2 Content Domain Reference</b>	<b>VIPERS</b>
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Sequence
2d make inferences from the text/explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

## **Whole Class Reading Lesson Structure**

Reading Comprehension whole class reading sessions take place 2 x a week for approximately 45 minutes. Reading Comprehension sessions are separate to, but may complement English lessons or class reads. Sessions may vary session to session/ class to class depending on the needs of the children.

It is recommended that:

- Lesson 1 focuses on reading for pleasure and book talk; getting to know and discussing the text or extract and modelling fluency and reading comprehension strategies.
- Lesson 2 focuses on utilising those strategies and being able to articulate and evidence their answers orally and in written form.

During these sessions teachers will cover a variety of texts; fiction, non-fiction, poetry, songs, picture books, rhymes, short films, character studies, author studies etc. This will ensure that children get access to a wide range of texts. Types of text studied are appropriate to the age and key stage of the children.

During a typical session the teacher will share what content domain/s the children will be focusing on for that session.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to re-read the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these strategies during one session.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text. At times, children are given sentence stems and vocabulary that is expected to be used within their answer.

## **Recording and Assessment during Reading Comprehension lessons**

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 questions and writing down the others working individually.

During reading sessions there should be a focus on the lowest 20% of struggling readers, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

## **Other opportunities to develop reading comprehension**

In addition to whole class Reading Comprehension lessons, children will develop their comprehension skills as part of their English Unit Phase 1, during Class Reads and 1:1 reading.

## VIPERS Progression

### Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Discuss word meanings, linking new meanings to those already known	Understand and recognize simple recurring literary language in stories and poetry	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Draw on what they already know or on background information and vocabulary provided by the teacher to check that the text makes sense to them as they read and correcting inaccurate reading	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
				Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the		

				reader's interest and imagination		
				Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials		

# KS1 Reading Vipers

## Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

### Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?

# KS2 Reading Vipers

## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



## Inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Discuss the significance of the title and events Making inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### KS1 Reading Vipers

#### Infer

Make inferences from the text.

##### Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

### KS2 Reading Vipers

#### Infer

Make and justify inferences using evidence from the text.

##### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?



## Prediction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anticipate – where appropriate – key events in stories: explain what might happen	Predict what might happen on the basis of what has been read so far	Make plausible predictions about what might happen on the basis of what has been read so far	Understand what he/she reads independently by predicting what might happen from details stated	Understand what he/she reads independently by predicting what might happen from details stated and implied	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Predict what might happen from details stated and implied

### KS1 Reading Vipers

#### Predict

Predict what you think will happen based on the information that you have been given.

##### Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

### KS2 Reading Vipers

#### Predict

Predict what might happen from the details given and implied.

##### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

## Explain

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Explain what has happened so far in what he/she has read	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
			Identifying how language, structure, and presentation contribute to meaning			

### KS1 Reading Vipers

#### Explain

Explain your preferences, thoughts and opinions about the text.

#### Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

### KS2 Reading Vipers

#### Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

#### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

## Retrieval

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answering questions	Answering questions	Answering and asking questions	Understand what he/she reads independently by asking questions to improve his/her understanding of a text	Retrieve and record information from non-fiction over a wide range of subjects	Understand what he/she reads by asking questions to improve his/her understanding of complex texts	Ask questions to improve their understanding
			Retrieve and record information from non-fiction	Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity	Retrieve, record and present information from non-fiction	

### KS1 Reading Vipers

#### Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?

### KS2 Reading Vipers

#### Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does..... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

## Sequence/Summarise

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Discussing the sequence of events in books and how items of information are related	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Summarise main ideas from more than one paragraph, identifying key details which support these.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration

### KS1 Reading Vipers

#### Sequence

Sequence the key events in the story.

##### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

### KS2 Reading Vipers

#### Summarise

Summarise the main ideas from more than one paragraph

##### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?