

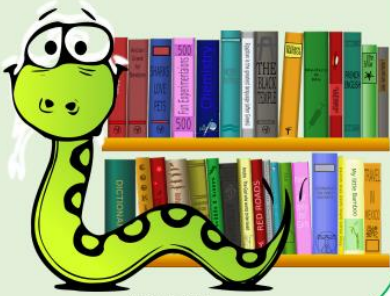


# VIPERS at Stanburn

Help and tips when reading with children at home.

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise



There are many ways to enlarge your child's world. Love of books is the best of all.

JACQUELINE KENNEDY

**Believe, achieve, succeed**  
*Learning without limits*



## Aims of this workshop



- To understand **how we teach** reading throughout the school
- To understand how we teach comprehension skills through **VIPERS**
- To unpick the National Curriculum to understand the **expectations** of Reading in KS2
- To have the opportunity to experience aspects of a **VIPERS lesson**
- To further understand comprehension skills and how to **help at home**



## Reading in Year 4

- Mission-to teach **every child** to read.
- Confidence, **fluency and understanding**
- **Skills** required
- Lifetime of **enjoyment** of reading
- Reading lessons are **prioritised**
- Daily for **30 minutes**
- May **link with topics** or link to national events





# Reading Vipers

**V**ocabulary  
**I**nterpret  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



KS2 Content Domain Reference	VIPER
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	Summarise
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



## Years 3 and 4 programme of study

### Reading – word reading

#### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

-Prefixes and suffixes

-Exception words

#### Notes and guidance (non-statutory)

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].



## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books

-Positive attitude to reading

-listening to and discussing a range of genres



## Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

-VIPERS Skills



# What is VIPERS?

- Teaching of Reading comprehension skills **across the school**
- **Whole class** sessions
- Every child will have the **same text**
- **Scaffolding** is used to support lower ability readers
- **A range** of text types
- Taught **skills** to understand what they are reading

KS2 Reading Vipers

Improving key reading skills



Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise







We teach pupils to answer questions using the P.E.E method (**Point**, **Evidence**, **Explanation**)

## Point

*What's your **point**?*

*First make a simple statement about what the writer does:*

- The writer suggest that...
- The writer shows this by using....
- The writer describes.... as....

## Evidence

*Give **evidence** from the text to support your point.*

- For example....
- For instance in the third paragraph....
- The writer states:

## Explanation

***Explain** how the writer's methods affect the reader.*

***Explain** how the key words and techniques from the evidence help to get these effects:*

- The effect of this is....
- This makes the reader feel that....
- This suggests that....



Lena peered out from behind the bushes. She knew spying was naughty, but she had to see what all the excitement was about. There in the courtyard, an athletic man with a splendid moustache was addressing the court of the Grand Duke. Propped up against him was a strange machine formed of two large wheels, one in front of the other. To the amazement of the gathered crowd, he swung a leg over the device and pushed off. What magic was this? Balancing on impossibly narrow wheels, the man rolled down the cobbled street and disappeared through the palace gateway.

**Who** are the characters?

**What** are they doing?

**What** can we tell from their actions?

## POINT

Lena was being nosey as she wanted to find out about something.

## EVIDENCE

Lena peered out so she was not caught as she knew she shouldn't be spying.

## EXPLANATION

Lena decided that knowing what was going on was more important than doing the right thing.

**R**etrieve



**Retrieve and record information  
and identify key details.**

- 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?



# Retrieval questions



The sea is a hungry dog.  
Giant and grey.  
He rolls in the beach all day.  
With his clashing teeth and shaggy jaws  
Hour upon hour he gnaws  
The rumbling, tumbling stones,  
And 'Bones, bones, bones, bones!'  
The giant sea-dog moans,  
Licking his greasy paws.

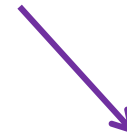
One of the easiest VIPERS skills we teach from Reception moving up to Year 6 is Retrieval skills. This is where the answer is RIGHT THERE in the text.

Example: **The sea is a dog. True or false?**

Point



Answer: **True** because in the text it says, "The sea is a hungry dog."



Evidence



# Retrieval questions

**R**etrieve



But on quiet days in May and June.  
When even the grasses on the dune  
Play no more their reedy tune.  
With his head between his paws  
He lies on the sandy shores,  
So quiet, so quiet, he scarcely snores.

Example: **In July the sea is quiet. True or false?**

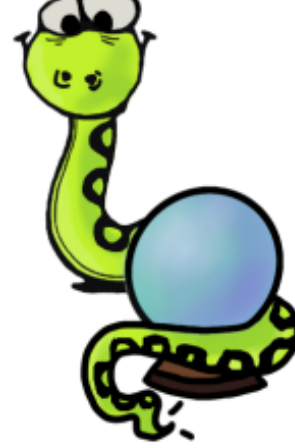
Point

Answer: **False** because in the text it says, "But on quiet days in May or June." This means that is only quiet in May or June but not July.

Evidence

Explain

# Predict



## **Predict what might happen from the details given and implied**

- 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? Explain your answer using evidence from the text.



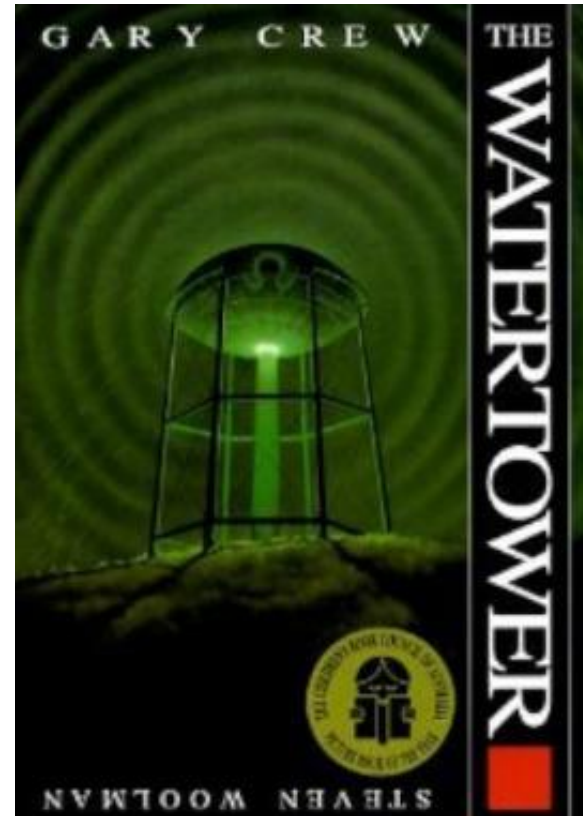
# Making predictions by looking at the front cover of a book

What do you think a watertower is?

What do you think this book will be about?

Where do you think this book is set?  
What clues are there?

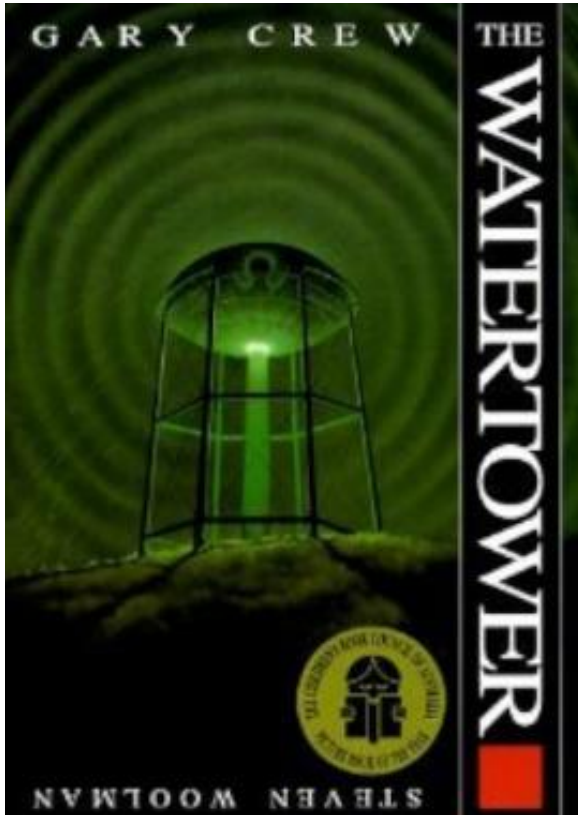
What clues are there on the front cover about what kind of book this is?



When beginning a new book or text in a VIPERS lesson, we try to start off by giving children time to discuss their predictions of what they think the book might be about. We encourage them to use evidence from the picture or the text to support their predictions.



# Making predictions by looking at the front cover of a book



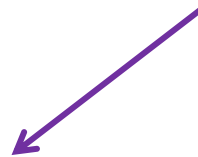
Example: **What clues are there on the front cover about what kind of book this is?**

Point



Answer: **I think the book is going to be a thriller or a scary book** because the colours are quite dark on the front cover and they have made it look like an alien abducting something from Earth. **The colour green and the circles aren't very positive!**

Evidence

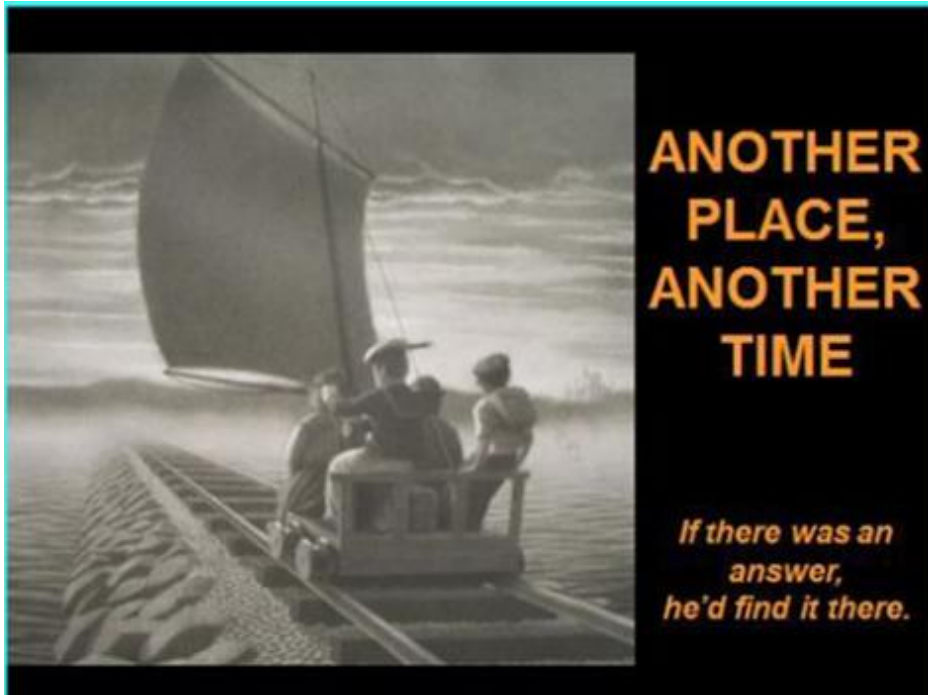
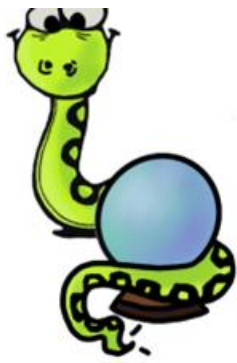


Explain





**P**redict



**Talking partners:** generate some questions about this picture to help you find out more information about it.....

This kind of activity will help children to **look and think deeper** about a picture or a text.

# ocabulary

## **Find and explain meaning of words in context**

- 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.....

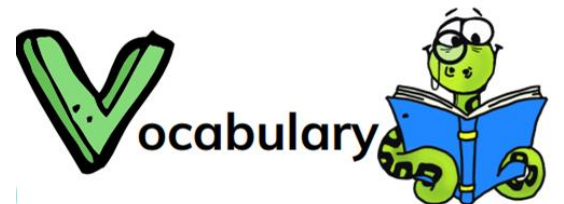


# Understanding how and why authors use specific vocabulary

Over the cobbles he clattered and clashed in the dark inn-yard,  
And he tapped with his whip on the shutters, but all was locked and barred;  
He whistled a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,  
Bess, the landlord's daughter,  
Painting a dark red love-knot into her long black hair.

Find two words that tell you the inn was closed.

What do 'clattered' and 'clashed' tell you about how the Highwayman arrived at the inn?



# Infer

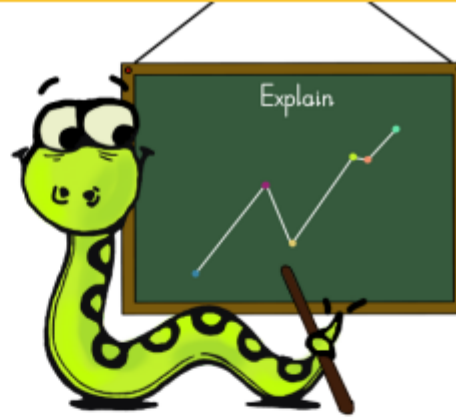


## **Make and justify inferences using evidence from the text.**

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of ..... show...
- 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?

# E

## xplain



- > **Explain how content is related and contributes to the meaning**
  - > **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.**
- 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?



# Inference and explaining

## The Lighthouse

Before he pushed the loaded supply boat out into the sound, he turned his back to the wind, reached into his waistcoat pocket and delicately drew out a folded square of paper. He re-read the copper-plate writing that was so familiar. “Thy way is in the sea, and my path in the in the great waters.” He read the words slowly and deliberately and, although he was not religious, the message carried some deeper significance which was not clear to him. He returned the paper back into his pocket, repeated the words in his mind, and pushed the bow of the boat seaward.

Example: What does he do that tells you the message is important to him?

Point

Evidence

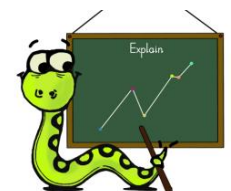
**He reread the message lots of times.** We know this because it says, “reread the copper-plated writing that was so familiar to him.” The word familiar tells us he has read it many times as he has learnt the message. “Slowly and deliberately” tell us that the message is important to him.

Explain

**I**nfer



**E**xplain



# Summarise



## **Summarise the main ideas from more than one paragraph**

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...



# Summarise

Name \_\_\_\_\_

## The Hare and the Tortoise

In a forest lived a speedy hare who bragged about how fast he could run. Tired of hearing him boast, a slow and steady tortoise challenged him to a race. All the animals in the forest gathered to watch.



Hare ran down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"

The hare stretched himself out beside the road and fell asleep, thinking, "There is plenty of time to relax."

Meanwhile, the tortoise kept going slowly but steadily. He never quit no matter how hot or tired he got. He just kept going.

Eventually, the hare woke up and began to run again, but to his horror, he saw the tortoise had almost reached the finish line. He ran as fast as he could, but it was too late. The tortoise was over the line.

Slow and steady wins the race.



What is the moral of the story?

Summarise in a sentence what happened in the beginning/middle/end of the story.





## Reading Banded Books in Year 4

This chart gives an indication of the range of Book Band levels at which most children will be reading as they progress through the school.

**Expectation that pupils reach Copper or above by the end of Year 4**



Stanburns Reading Book Band Progression Chart.

Book band colour	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RWI Phonics	Groups	Groups	1:1 tuition	1:1 tuition	1:1 tuition	1:1 tuition
Orange						
Turquoise						
Purple						
Gold						
White		X	X			
Lime						
Copper						
Topaz						
Ruby						
Emerald						
Sapphire						
Diamond						
Pearl						



# The Reader Teacher

Reads, Reviews & Recommendations!



## The Reader Teacher Top 100 Recommended Reads for Year 4

www.TheReaderTeacher.com/Year4 for ages 8-9+ Poster



Scan this QR code to purchase the pack through Reading Rocks! For more primary school recommended reads booklists, visit TheReaderTeacher.com

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## How to support reading at home

- At least 15 minutes at home each day
- Discuss books and ask questions
- Banded book and reading for pleasure book
- Some children- Read Write Inc. books, videos to watch and online games to play
- Children write three comments a week in their reading diary





## Tips to Support Your Child's Reading Comprehension at Home

### Before Reading:

Explore the book together



Connect with previous knowledge





**During Reading:**



**Engage with questions**

**P**redict



**Encourage predictions**



**Visualise the story**

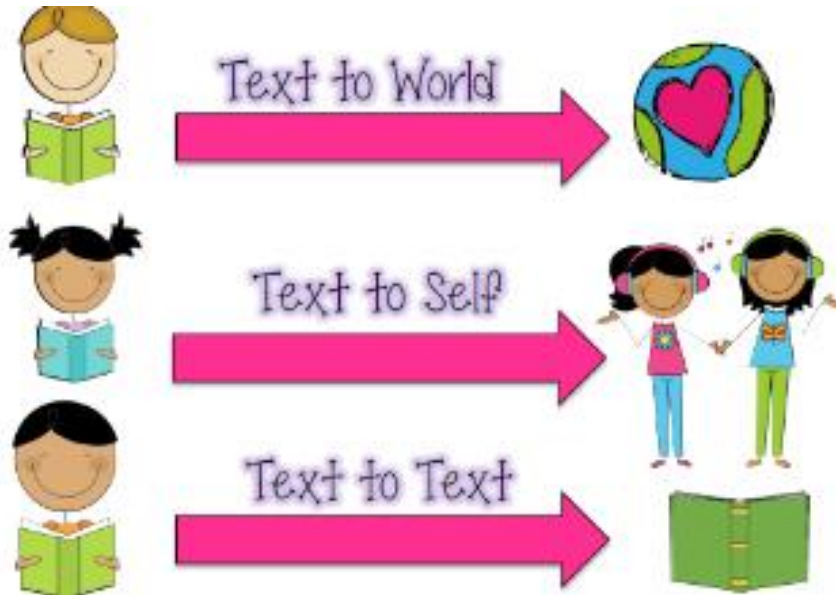


After Reading:

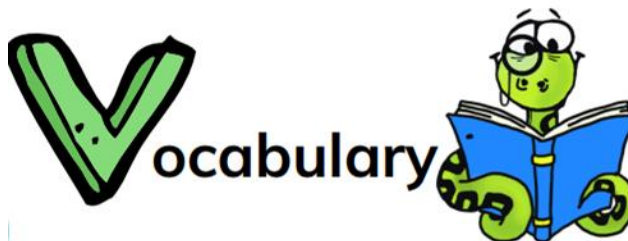


Summarise the text

Make personal connection



Expand vocabulary





## Creating a Reading Environment at Home: Dedicated Reading Space

### Choose the Right Spot

Quiet and calm

Well-lit

### Make It Comfortable

Cosy seating

Accessible books







**Personalise the Space**

**Decorate together**

**Reading supplies**

**Keep It Distraction-Free**

**Limit electronic devices**

**Establish quiet time**

**Update and Adapt the Space**

**Rotate books**

**Adapt as they grow**





**Questions?**