



Reading VIPERS

V – Vocabulary

1a – Draw on knowledge of vocabulary to understand texts.

2a - Give/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.....

- Read unfamiliar words in the context of the rest of the sentence and replace them with other words (synonyms) that you think might fit. Attempt to get the meaning from the context of the sentence.
- When finding a word in the text which means the same as X, read the sentence again with X in it. Has the meaning of the sentence changed?

I – Infer

1d – Make inferences from the text.

2d - Make inference from the text/explain and justify 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 this character use?

What was thinking when.....?

Who is telling the story?

- Ensure the children understand that their answers must be supported by clues, these clues must be added to what they already know or what they have already read, and more than one correct answer is possible.
- Make the implicit explicit! Ask children how they 'inferred' their answer. This will mean they will have to explain how they arrived at their answer without reference to explicit information in the text. Ask further questions to prompt how they arrived at their answer. Encourage them to point to the clues and implicit information in the text that led them to their conclusion.
- Simple answer structure: **It says...** (Find evidence from the text that will help you answer the question) **I say...** (Think about what you know about the information/what you've read) **And so...** (Combine what the text says with what you know to complete your answer).

E.g. Why did Goldilocks break Baby Bear's chair?

It says... *It says she sits in the baby chair but she is not a baby. She is a young girl.*

I say... *Baby chairs aren't very big and aren't made for larger people. Larger people weigh more.*

And so... *She is too heavy for it and it breaks.*



P – Predict

1e – Predict what might happen on the basis of what has been read so far.

2e - Predict what might happen from the details stated 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.

- Children need to be able to retrieve and infer, then make a logical prediction. Using pictures is a good way to practise their skills.
- Simple question – what do you think is going to happen next and why?

E – Explain

2f, 2g, 2h - Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

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 use effectively?

Which section was the most interesting/exciting part?

How are these sections linked?

- When explaining using evidence from the text, use P (point) E (evidence) E (explanation) to structure your answers. These are usually longer (3 mark) answers.
- Think about why the author might have chosen a particular word rather than another? What effect is this word creating/having on the reader?



R – Retrieve

1b – Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

2b - Retrieve and record key information/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.....? How is?

Who had.....? Who is.....? Who did.....?

What happened to.....? What does..... do?

Give one example of.....

The story is told from whose perspective?

- When reading, children should follow along with their finger, pen/pencil or ruler to help them memorise where key information is located in the text.
- Use skimming and scanning to quickly relocate key information, instead of reading the whole text or part of a text again.
- Retrieval questions do not want your opinion or your own ideas – the answer is in the text!

S – Summarise

1c – Identify and explain the sequence of events in texts.

2c - Summarise 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?

- When ordering, skim and scan to identify the key events in the text and identify their position relative to the other key events.
- Children need to be in the habit of summarising each paragraph as they read along – when in a test situation jot down a key word or two next to each paragraph as they read.