

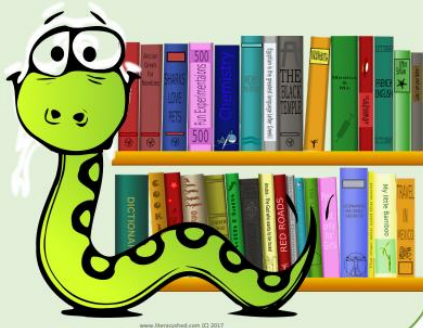


VIPERS at Stanburn

How we teach reading in school and how to support with reading at home.

KS1 Reading Vipers

Improving key
reading skills



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

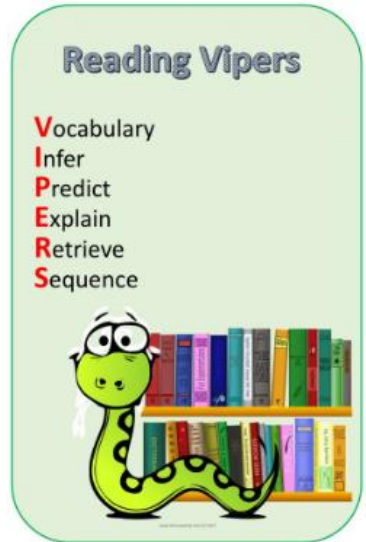
JACQUELINE KENNEDY





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 at the end of KS1 and KS2
- To have the opportunity to experience aspects of a VIPERS lesson
- To further understand comprehension skills and how to help at home



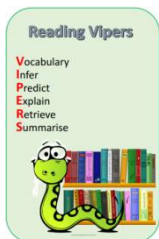


Reading in Year 2

Our mission at Stanburn Primary School is to teach every child to read – and to keep them reading, with no exceptions.

Our children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading and reading lessons are prioritised across our whole school.

Reading sessions take place 5 x a week for 30 minutes using specifically selected texts and the lessons are designed to help pupils master the reading skills needed in Key Stage 1.

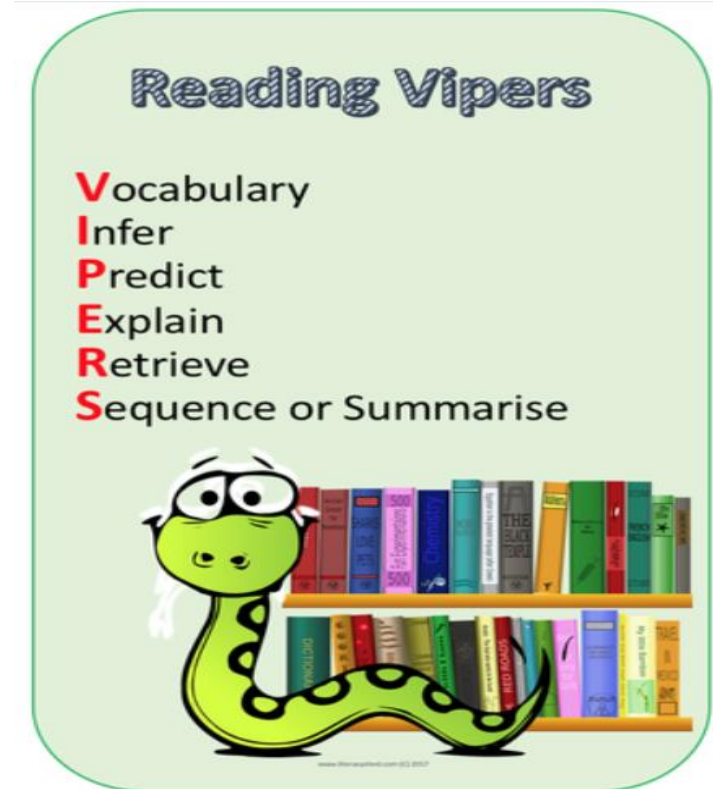




Reading in Year 2

Children that are reading fluently are explicitly taught the skill of reading through the use of VIPERS (created by Rob Smith – The Literacy Shed).

KS1 Content Domain Reference	VIPER
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





What is VIPERS?

- To develop the teaching of Reading Comprehension skills across the school in preparation for the end of KS1.
- We teach Reading through whole class sessions. Every child will have the same text and questions.
- The children get a chance to read a range of text types.
- They are taught the comprehension skills they need in order to understand what they are reading.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence





By the end of Key Stage 1, children must meet the following standards to reach

Age Related Expectations/ Greater Depth

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate¹ books, the pupil can:

- 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 words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at greater depth

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

***Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.



We teach pupils to answer questions using the P.E.E method (**P**oint, **E**vidence, **E**xplanation)

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....

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.....?





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.

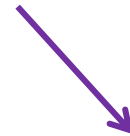
One of the easiest VIPERS skills we teach from Reception moving up to Year 6 is **Retrieval** skills. This is where the answer is **RIGHT THERE** in the text.

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

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.

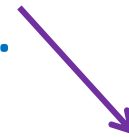
Example: **In July the sea is quiet. True or false?**

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



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?



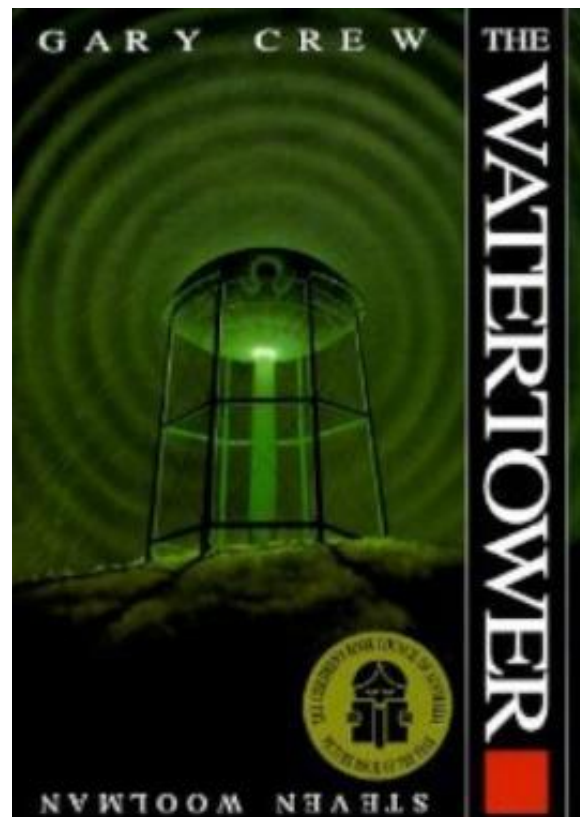
Making predictions by looking at the front cover of a book

What do you
think a
watertower is?

What do you
think this book
will be about?

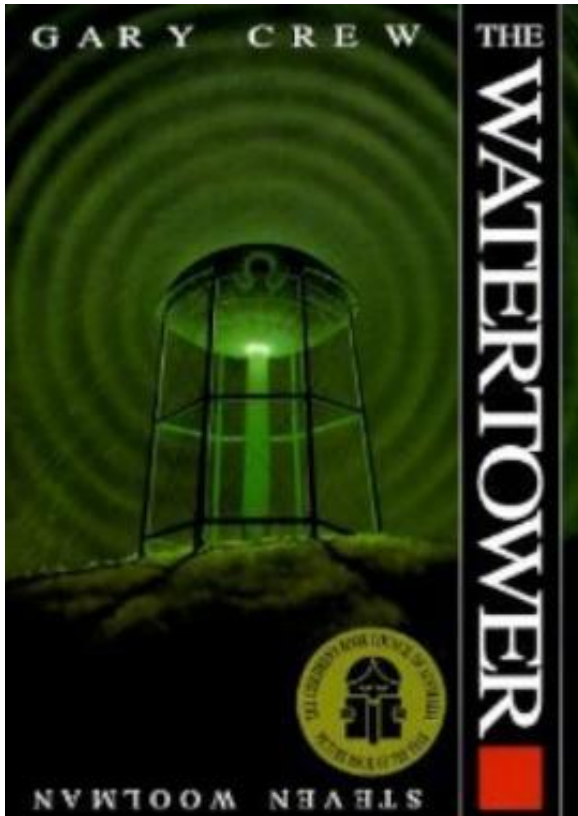
Where do you think
this book is set?
What clues are
there?

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

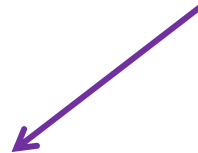


Example: **What clues are there on the front cover about what kind of book this is?**

Point



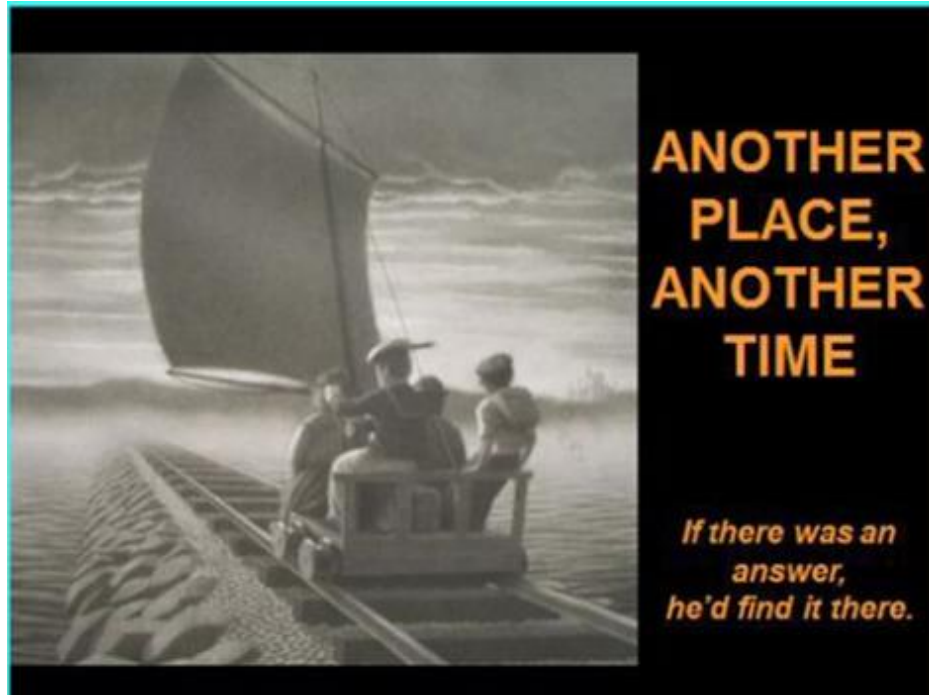
Answer: **I think the book is going to be a thriller or a scary book** because the colours are quite dark on the front cover and they have made it look like an alien abducting something from Earth. **The colour green and the circles aren't very positive!**



Evidence



Explain



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.

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?





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?

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?



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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?



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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

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?





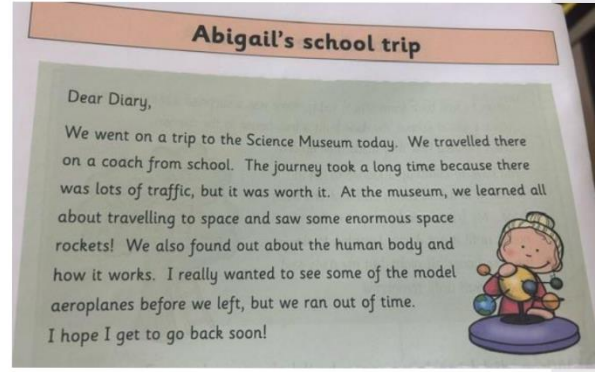
Sequencing

1. Number the events in the correct order.

Abigail wanted to see some model planes
She travelled by coach
She found out about the human body

2. What was the first thing Abigail did once she left school?

3. What happened after they got stuck in traffic?



In Year 2, we teach the children to sequence texts by ordering events in the correct order.

We look at key vocabulary that supports sequencing e.g. first, after, next, finally.

3. Summarise "What are submarines like today?"

We introduce the word summarise where the children read a text and then summarise it in a simple sentence.



Reading Banded Books in Year 2

Most children reading fluently in Year 2 move onto reading banded books. At Stanburn our 'non-scheme' banded book system grades books by difficulty level.

Each level has its own colour and includes a selection of different reading scheme books and a range of fiction and non-fiction 'real' books.

The difference between each band is gradual so that children will not experience difficulty when moving from one to the next.



Stanburns Reading Book Band Progression Chart.

Book band colour	Year 1	Year2	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						



Reading Banded Books in Year 2

The chart shows the Book Bands for an 'average' group of children but children are all individuals who learn and make progress at different rates, so the chart is only a guide.

As well as periods of rapid progress, your child will probably have periods of consolidation when progress is not as obvious.

Although this may seem worrying, this is the time when they have the chance develop confidence in using and applying their newly acquired skills.



Stanburns Reading Book Band Progression Chart.

Book band colour	Year 1	Year2	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						



Reading Banded Books in Year 2

It is really important that children develop their comprehension skills alongside their ability to read the words on the page so you may find that your child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding.

- The best way to support your child making progress in reading is to encourage them to read regularly. Asking them VIPERS style questions about their banded reading book will develop their comprehension skills at home as well as in school meaning they progress through the colour bands quicker than reading alone.



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Book band colour	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
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Orange						
Turquoise						
Purple						
Gold						
White		X	X			
Lime						
Copper						
Topaz						
Ruby						
Emerald						
Sapphire						
Diamond						
Pearl						



Reading Banded Books in Year 2

Please discourage your child from seeing the Book Bands as a race through the colours, but help them to understand that each band will offer a range of books which will help them in developing different reading skills. Speak to your child about the VIPERS skills they are learning in class and ask them similar VIPERS style questions.

You child will take home a banded book once a week which is to be read at home for at least 15 minutes each day.



Stanburns Reading Book Band Progression Chart.

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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						



Reading for pleasure in Year 2

We not only want our children at Stanburn to learn to read – we ensure our pupils develop a love of reading by exposing them to high quality texts each day during storytime and throughout the curriculum.

Our pupils will take home a book to read for pleasure alongside their colour banded books. These books are chosen independently by the child from our school or class libraries and are to be shared with an adult over the week to help foster our children's love of reading.





How to support reading at home.



- **We expect children in Year 2 to read for at least 15 minutes at home each day.** Please comment in your child's home reading record and encourage them to share their opinions about the texts they have read.
- **Ask your children the VIPERS style questions when reading with your child to make sure they are developing their comprehension alongside their reading fluency.**
- Children will take home a colour banded reading book in line with their assessed reading level once a week. They will also take home an independently chosen book from their reading corner or library to read for pleasure.
- **Please comment in your child's reading record at least once a week.** Use the suggested comments in the reading record to help you comment on the specific aspects of your child's reading you have focussed on when reading together. This will be monitored by the class teacher.



How to support reading at home.

Be enthusiastic about reading at home and promote reading for pleasure as much as possible with your children.

Parents are able to purchase high quality age appropriate texts using our recommended reading list which has books from a range of genres that will appeal to all children.

These books are engaging and enjoyable for children to read and have been specifically compiled by reading experts (The National Literacy Trust, BookTrust) to encourage children to read pleasure thereby helping them form a daily reading habit. The list of Top 100 Reads is regularly reviewed and updated.

VIPERS style questions can also be used alongside these engaging, age appropriate books.

<https://www.thereaderteacher.com/year2>





Thank you!

“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

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