

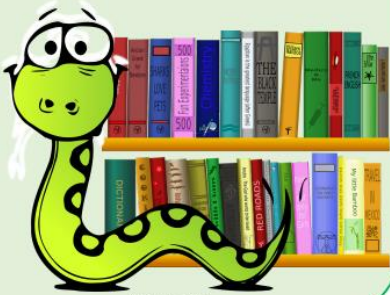


# VIPERS at Stanburn

Help and tips when reading with children at home.

## Reading Vipers

**V**ocabulary  
**I**nterpret  
**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**



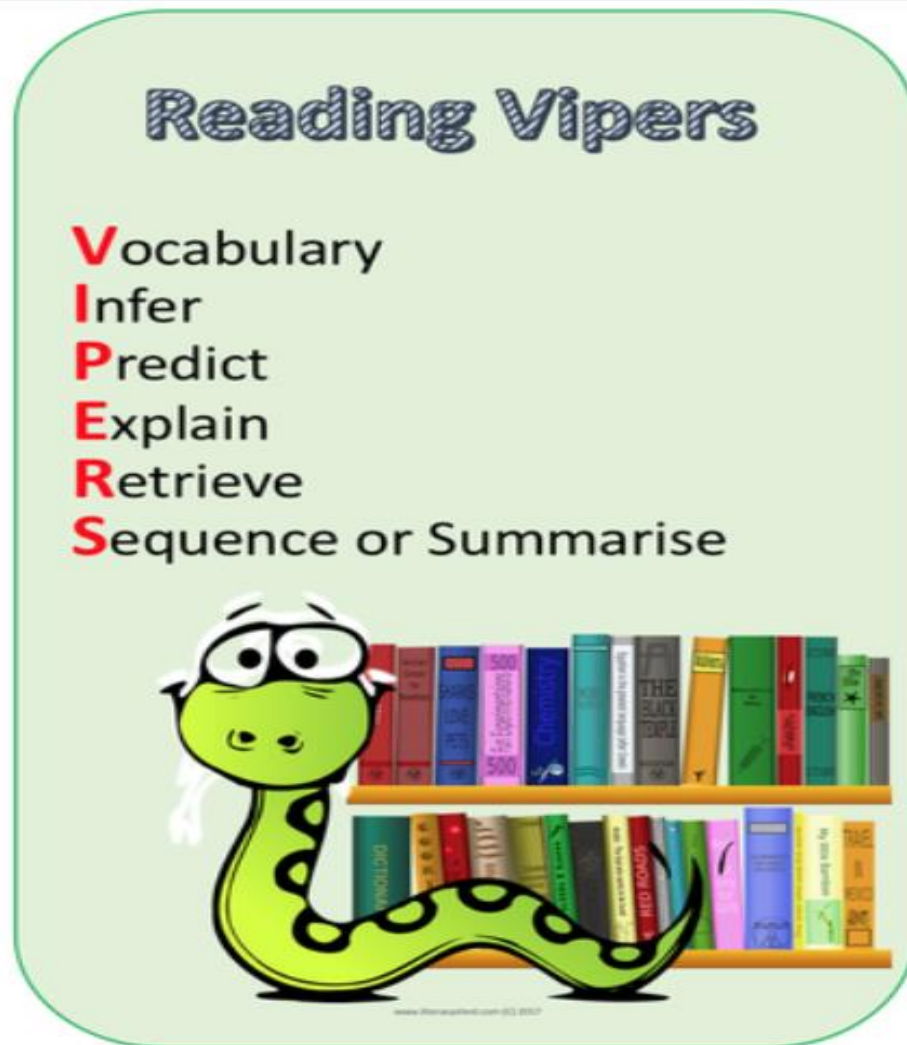
## Reading in Year 3

- Our mission at Stanburn is to teach **every child** to read and keep them reading with no exceptions.
- We teach children to read with confidence, **fluency and understanding**.
- Our explicit reading lessons teach our pupils the **skills** required to have a lifetime of **enjoyment** of reading.
- Reading lessons are **prioritised across the entire school**.
- They take place daily for **30 minutes** and are separate discreet lessons.
- As well as teaching reading skills these also used to expose pupils to texts that **broaden their knowledge of the wider world** - children read about cultural events such as Diwali and national events such as Sustainability Week.





Children that are reading fluently are explicitly taught the skill of reading through the use of VIPERS (created by Rob Smith – The Literacy Shed). In Year 3 reading skills are explicitly taught and practiced using the VIPERS model during whole class reading sessions.



KS2 Reference	Content Domain	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.

#### 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].

-Prefixes and suffixes

-Exception words

\*\*\*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.





## 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?

- We use this approach to teach reading comprehension skills **across the school**
- We teach reading in **whole class** sessions
- Every child will have the **same text** to read
- **Scaffolding** is used to support lower ability readers
- **A range** of text types are used in our lessons
- 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....

**V**ocabulary



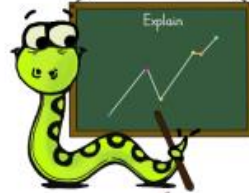
**I**nfer



**P**redict



**E**xplain



**R**etrieve



**S**ummarise



# Retrieve



## **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.

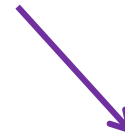
One of the easiest VIPERS skills we teach from Reception moving up to Year 6 is the **Retrieval** skill. This is where the answer is **RIGHT THERE** in the text.

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

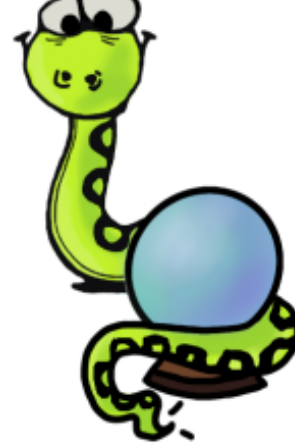
Answer: **False** because in the text it says, "But on quiet days in May or June." This means that is only quiet in May or June but not July.

Evidence

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.

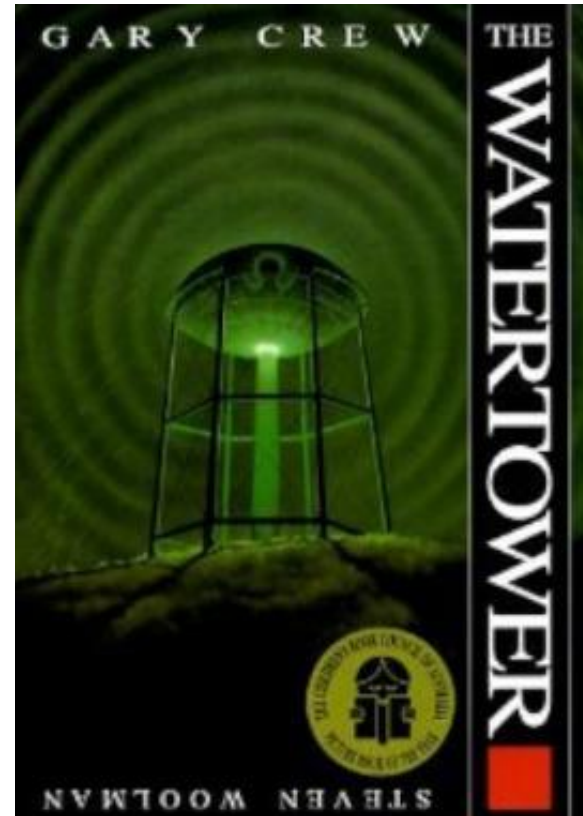
# Making predictions by looking at the front cover of a book

What do you  
think a  
watertower is?

What do you  
think this book  
will be about?

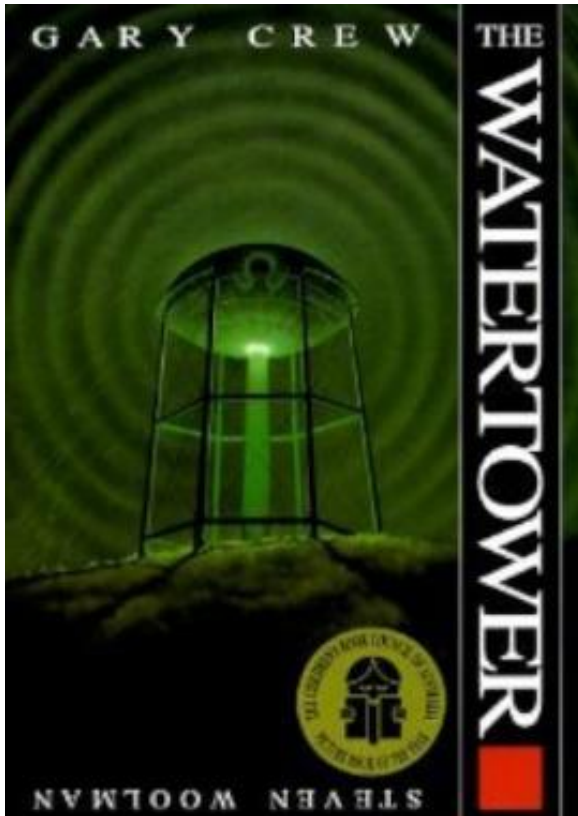
Where do you think  
this book is set?  
What clues are  
there?

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



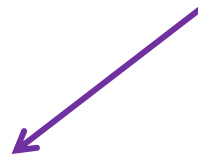
Example: **What clues are there on the front cover about what kind of book this is?**

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

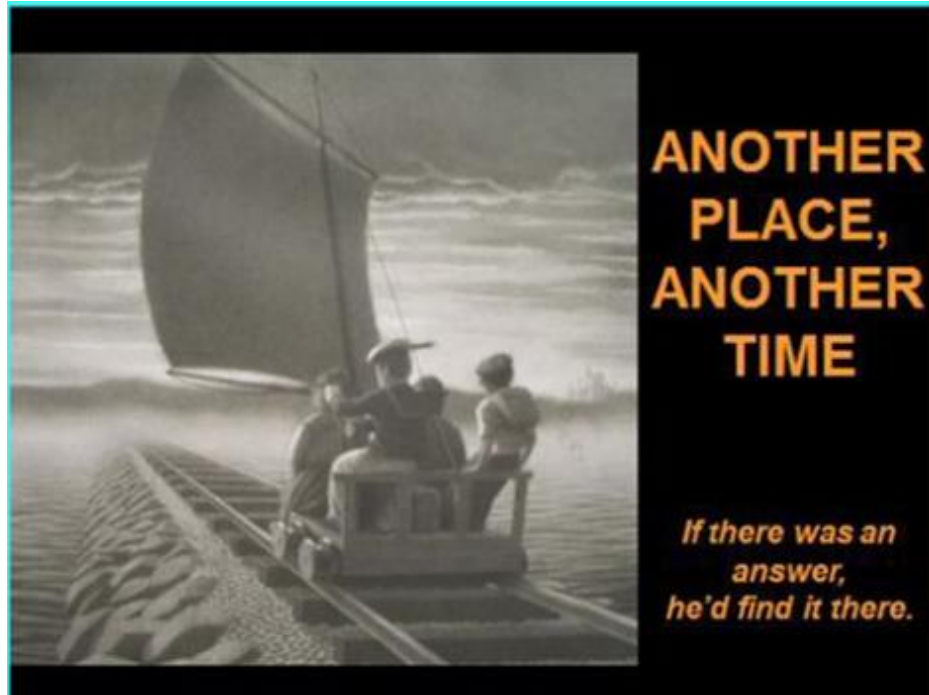
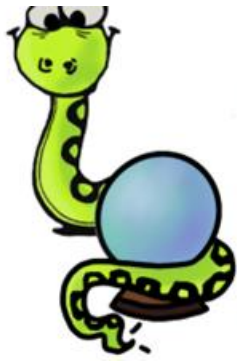


Explain



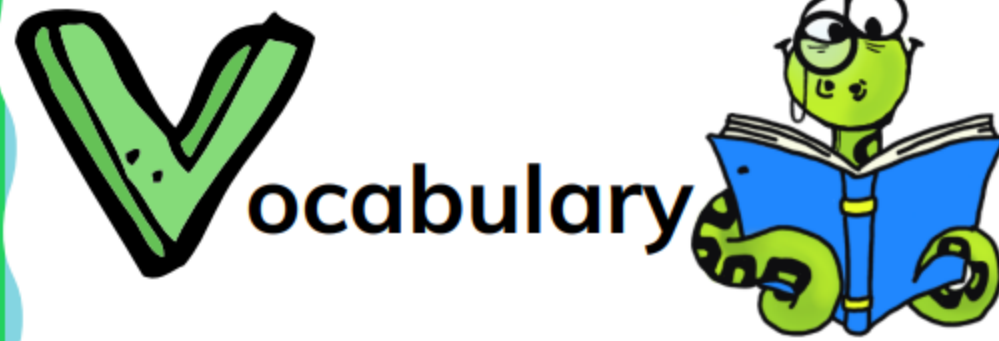


**P**redict



**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.



## **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.....



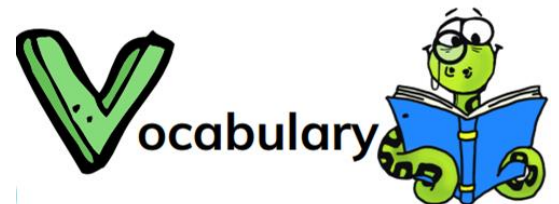


# Understanding how and why authors use specific vocabulary

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?



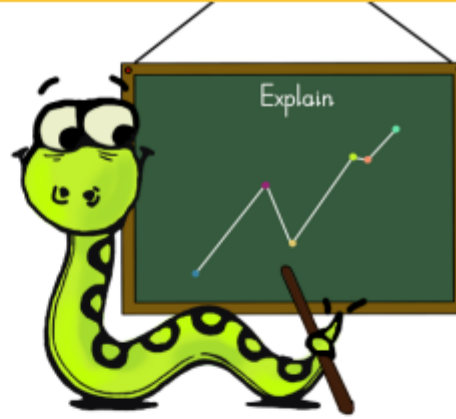
# Infer



## **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<sup>x</sup>plain



- > **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

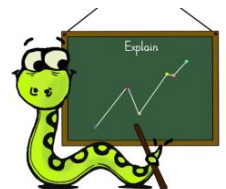
**He reread the message lots of times.** We know this because it says, “reread the copper-plated writing that was so familiar to him.” The word familiar tells us he has read it many times as he has learnt the message. “Slowly and deliberately” tell us that the message is important to him.

Explain

**I**nfer



**E**xplain





## **Summarise 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 3

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.

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. Class teachers assess the children's reading on a regular basis and will change their Book Band colour only when they are confident that both the comprehension and word reading targets have been fully met.



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 3

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.

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. Pupils or parents will be expected to comment in their reading records at least three times a week. Please support and encourage children to write these comments using the prompts provided their reading records.



### 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						









## How to support reading at home.

Daily reading practice will help develop children's fluency and comprehension skills, although it is not expected that each child will read a whole book every night. Children may only read a few pages, but will spend longer discussing their understanding of what they have read in order to progress in developing their comprehension skills. We want to encourage children to read a variety of texts on a regular basis, even taking opportunities to note and read texts in their environment such as leaflets, information posters, newspapers etc.



- **We expect children in Year 3 to read for at least 15 minutes at home each day.**
- 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.
- **Some children will be allocated Read Write Inc. books, videos to watch and online games to play** if they are continuing with our phonics scheme and learning to read independently.
- **Please support children by making sure they write comments in their reading record at least three times a week. This will be monitored by the class teacher.**







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

### Before Reading:

**Explore the book together:** Before diving into reading, discuss the book's cover, title, and any pictures you see. Ask your child what they think the story could be about or what information they might discover. This sets the stage for curious and engaged reading.



**Connect with previous knowledge:** Talk about anything your child already knows related to the book's topic. Making these connections can make the new information more relatable and easier to grasp.



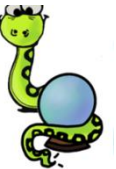


## During Reading:

**Engage with questions:** Pause occasionally to ask your child about their thoughts on the story or information. Begin with simpler questions like "What do you think will happen next?" and build up to more thoughtful ones such as "Why do you think the character chose to do that?" This encourages your child to think more deeply and engage actively with the text.



**Encourage predictions:** Motivate your child to guess what might happen next. This not only keeps them involved but helps them link different parts of the story or text together.



**Visualise the story:** Assist your child in forming mental images of what they're reading. Asking, "What do you think this looks like?" can help solidify their understanding and enjoyment of the text.



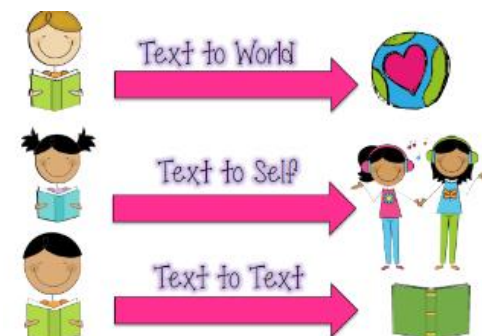


## After Reading:

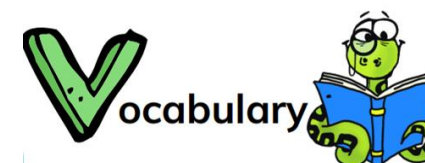
**Summarise the text:** Invite your child to recount the story or main points in their own words. This helps cement their understanding and allows you to see what they've learned.



**Make personal connections:** Discuss how the story or information relates to something in your child's life. Connecting reading to real-life experiences can deepen their understanding and make reading more relevant.



**Expand vocabulary:** Talk about any new words encountered during reading. Understanding and discussing these words enhances their vocabulary and supports their comprehension.





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

Here are some suggestions regarding how to set up a dedicated reading space that's quiet, comfortable, and free from distractions:

### Choose the Right Spot

**Quiet and calm:** Find a corner or area in your home that's away from the hustle and bustle. It should be a sanctuary where your child can immerse themselves in stories without interruptions.

**Well-lit:** Good lighting is key. A space with natural light is ideal for daytime reading, while a soft lamp can make evening reading sessions cosy.

### Make It Comfortable

**Cosy seating:** Comfort is crucial. A cushion on the floor, a stack of pillows, or a favourite chair can all serve as inviting places for your child to curl up with a book.

**Accessible books:** Keep a selection of books on hand that your child can easily choose from. This could be a shelf, a basket, or even a regular stack on the floor, arranged so the covers are visible to entice young readers.





## **Personalise the Space**

**Decorate together:** Let your child add personal touches to their reading nook. Handmade decorations, drawings, or a few selected toys can make the space feel special and uniquely theirs.

**Reading supplies:** Alongside books, have some pencils, paper, and maybe a dictionary nearby for looking up new words.

## **Keep It Distraction-Free**

**Limit electronic devices:** Try to keep electronic distractions to a minimum in the reading area. Designate times for quiet reading when TVs and other devices are switched off.

**Establish quiet time:** Setting aside a specific time for reading or quiet activities can help build a routine that includes and values reading.







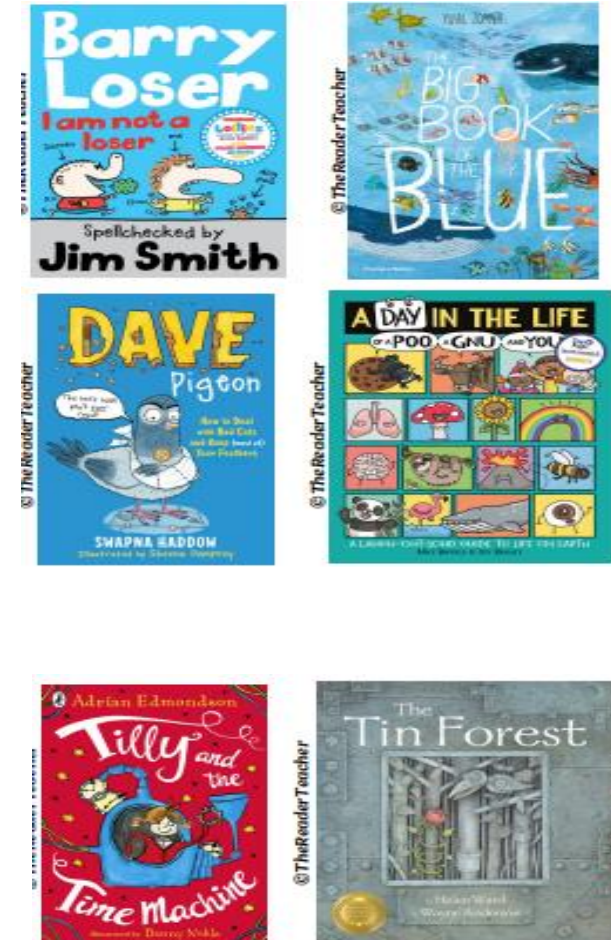
## How to support reading at home.

Parents are also able to purchase high quality age appropriate texts using our recommended reading list. 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.

<https://www.thereaderteacher.com/year3>

We have provided a bank of helpful prompts children can use when writing their reading record comments. You will also find a variety of questions you can ask your child about the book they are reading. These can be found inside each child's reading record.

If you require any support or helpful resources please contact your class teachers or school Reading Leads who will be more than happy to help you.





# Questions?