



Wyllye Valley Primary School

KS1 Reading Vipers

Improving key
reading skills



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Wyllye Valley Reading

This booklet is intended to be used to help your child improve their understanding of what they are reading.

Reading is a valuable life skill and has an impact on many areas of the curriculum. The more practice and encouragement a child receives, the more confident and fluent they will become. However, it is also vital that your child has a good understanding and can explain what they are reading.

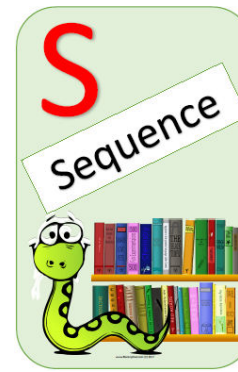
The questions in this booklet are included to encourage your child to think more about the books they read.

Reading Aloud

Reading aloud to children is one of the most powerful and pleasurable ways to develop a love of reading. It enriches their language, develops their comprehension and provides a model for their own writing.

Listening to and talking about stories will:

- ◇ create enthusiastic readers;
- ◇ increase your children's vocabulary;
- ◇ enhance and accelerate language development and comprehension;
- ◇ give the children virtual experiences of situations and events that they have not experienced for themselves;
- ◇ introduce them to many different characters and settings;
- ◇ familiarise them with the flow, rhythm and patterns of the English Language;
- ◇ develop their sense of the world and their place within it;
- ◇ help them to populate and structure their own stories.



Sequence the events in the story.

- ◆ Can you number these events 1-... 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?
- ◆ Who do you first meet in the story?
- ◆ How/where does the story start?
- ◆ What is the first/second/last step in these instructions?
- ◆ Put these sentences in the order they happened.
- ◆ Use twenty words to sum up this non-fiction text.



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

- ◆ 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...?
- ◆ Where/when is the story set?
- ◆ Why is this story/poem/non-fiction text/section/chapter called...?
- ◆ What do you remember about...?
- ◆ Which information did you find the most interesting? Why?
- ◆ Who is telling the story?

As your child gets older they may begin to feel that they do not need to read aloud. All children, regardless of ability, will benefit from reading to someone. It gives them a chance to practise reading fluently with expression in order to keep the listener's attention. Children enjoy the opportunity to share their book with a family member or friend. It is equally important that children hear adults reading aloud to them.

Supporting Reading

At home, your child may already be hooked on a particular author or type of book. They need to be able to choose books or reading matter that they enjoy, such as comics or magazines. However, they also need to be encouraged to read a wide variety of texts-stories, poetry, plays and all kinds of information texts.

What you can do to help your child

- ◇ Talk to your child about the book
- ◇ Take a regular time as often as you can to read and enjoy books together.
- ◇ Re-read books that are familiar to your child-they get satisfaction from re-reading good books and gives them confidence with reading.
- ◇ Recorded books are excellent, as they help your child experience books that he/she could not manage on his/her own.
- ◇ Check your child really understands the book by questioning and asking them to relate the story to you.
- ◇ Have lots of Book Talk!

But more importantly...**Have Fun!**

Reading Vipers

Vocabulary

Interpret

Predict

Explain

Retrieve

Sequence



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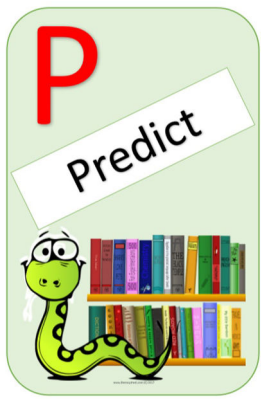
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Explain



Explain your preferences, thoughts and opinions about the text.

- ◆ Who is your favourite character? Why?
- ◆ Why do you think all the main characters are girls/boys 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?



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

- ◆ 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?
- ◆ Where do you think...will go next?
- ◆ How do you think this will end?
- ◆ Who do you think has done it?
- ◆ What might...say about that?
- ◆ What do you think...will do next?

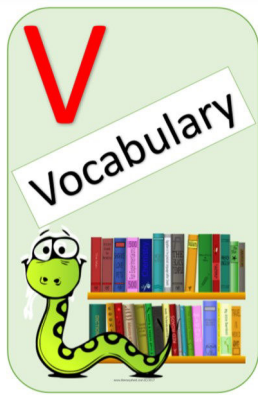
Reading Vipers-An Introduction

Reading Vipers is a range of reading prompts devised by 'The Literacy Shed' in response to the 2016 Reading content domains found in the National Curriculum end of key stage test documents.

There is a KS1 version and a KS2 version.

The mnemonic **VIPERS** is used in both; however **S** is **S**equences in KS1 and **S**ummarise in KS2.

The following pages of this booklet will give you ideas for questions for each of the reading skills that your child needs to be able to do to successfully understand what they are reading.



Draw upon knowledge of vocabulary in order to understand the text

- ◆ What does the word...mean in this sentence?
- ◆ Find 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?
- ◆ Can you think of any other words the author could have used to describe this?
- ◆ Why do you think...is repeated in this section?
- ◆ Can you find a word/sentence that tells/shows you that...?
- ◆ Why do you think that the author used the word...to describe...?
- ◆ Find an adjective in the text.
- ◆ Can you find a word in the text that means the same as...?



Make inferences from the text.

- ◆ 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?
- ◆ Can you find a word/sentence that tells/shows you that...?
- ◆ Why do you think that the author used the word...to describe...?
- ◆ Find an adjective in the text.
- ◆ Can you find a word in the text that means the same as...?