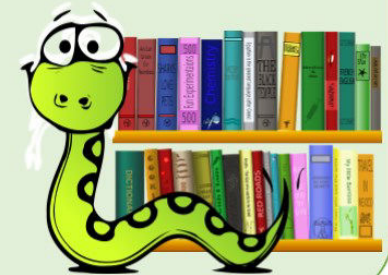




Wyllye Valley Primary School

KS2 Reading Vipers

Improving key
reading skills



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Wylde 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.



Summarise the main ideas from more than one paragraph.

- ◆ 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?
- ◆ What is the main theme/argument in this paragraph?
- ◆ Can you describe what has happened in this paragraph/ chapter/section?
- ◆ Can you describe what happened in three sentences?
- ◆ What sticks most in your mind about...?
- ◆ Why do you think that might be important?
- ◆ Is there anything you know now which you didn't know before?
- ◆ What is the main message in this paragraph/section?



Retrieve and record information and identify key details from fiction and non-fiction.

- ◆ 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?
- ◆ What can you learn from this section?
- ◆ Give one example of...
- ◆ When is the story set?
- ◆ Where is the story set?
- ◆ Where in the book would you find...?
- ◆ Who are the key characters in the book?
- ◆ Can...have more than one meaning?
- ◆ What does the word...mean?
- ◆ Which paragraph/section tells us...?

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.

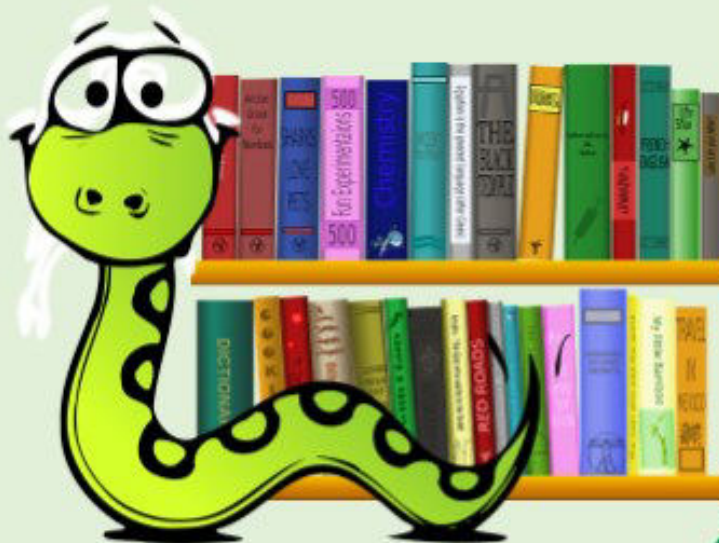
What you can do to help your child

- ◆ 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

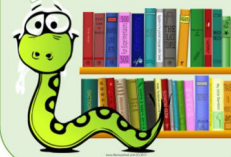
Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



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Explain



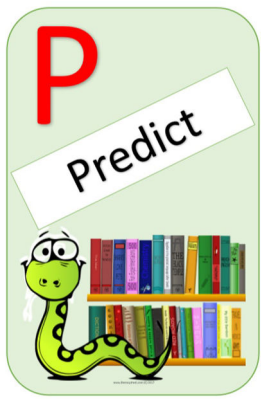
Explain how content is related and contributes to the meaning as a whole.

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 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 the phrases which show this.
- ◆ What is the author's point of view?
- ◆ What effect does...have on the audience?
- ◆ How does the author engage the reader here?
- ◆ Which section is the most interesting/exciting part?
- ◆ How are these sections linked?
- ◆ Why have the headings/chapter names/character names been chosen for this book?
- ◆ Explain why the word...is used to describe...
- ◆ How has the choice of words created a feeling of...?



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?
- ◆ Do you think the choice of setting will influence how the plot develops?
- ◆ What does this paragraph suggest will happen next? What makes you think this?
- ◆ Based on what you know about the character/event, how do you think the story will develop next?
- ◆ The character is in a tricky situation. What will the character do next? What would you do? Why?
- ◆ What do we need to know about...?
- ◆ What do you think is likely to happen when...?
- ◆ What might happen if...?
- ◆ Do you think the author has a plan for...?
- ◆ Why do you suppose...?

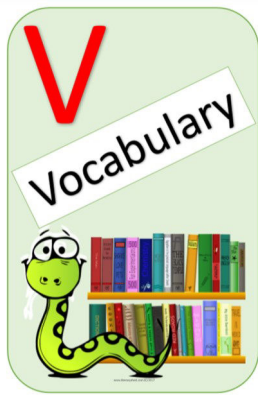
Reading Vipers-An Introduction

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.



Find and explain the meaning of words in context.

- ◆ What do the words...and...suggest about the character, setting and mood?
- ◆ Which keyword tells you about the character/setting/mood?
- ◆ Find one word in the text which means...
- ◆ Find the word that is closest in meaning to...
- ◆ Find a word or phrase which shows/suggests that...
- ◆ Look at that sentence/passage and tell me a word/phrase that means the same as...
- ◆ Why did the author use the word...
- ◆ What might that mean?
- ◆ What do you think the writer is saying, when they...?
- ◆ Why did the author use the word...to describe...?
- ◆ The author describes the main character as... . Think of another word that could have been used instead.
- ◆ How does the author make the reader feel...in this part of the text?



Make and justify inference using evidence from the text.

- ◆ Find a group of words which show that...
- ◆ How do these words make the reader feel?
- ◆ How do the descriptions of...show that they are...?
- ◆ How can you tell that...?
- ◆ What voice might these characters use?
- ◆ What was...thinking when...?
- ◆ Who is telling the story?
- ◆ What makes you think...? Give evidence for your opinion.
- ◆ How was...different after...? Why?
- ◆ Why is...important?
- ◆ Why did the character behave like this?
- ◆ What do they seem to think of each other?
- ◆ Can we work out how...feels about...?
- ◆ What does...think?
- ◆ How did...react?
- ◆ Why is...important?