

Let's discuss...



V

Vocabulary - What key vocabulary can we see in the text?

I

InfERENCE - What ideas can we get from the text?

P

Prediction - What do we think could happen next?

E

Explaining - Explain what message the author wanted to get across?

R

Retrieval - How does it link to what we already know?

S

Summarise - How could we sum up this text?

VIPERS is an anagram to help the recall of the 6 reading areas or skills that pupils need to develop in order to read well. They are the key areas which we feel pupils need to know and understand in order to improve their comprehension of texts.



	Key Reading Skill
V	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph
I	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
P	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.

E	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view • begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. distinguish between fact, opinion and bias explaining how they know this.
R	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.
S	<ul style="list-style-type: none"> • Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books. • Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.