

Reading VIPERS



At Tilstock school children are explicitly taught the fundamental skills of reading (as outlined in the National Curriculum) through the use of VIPERS which have been created by The Literacy Shed.

The reading VIPERS are used in both KS1 and KS2.

What are VIPERS?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



KS1 - In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions

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

Key Stage 2 In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	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

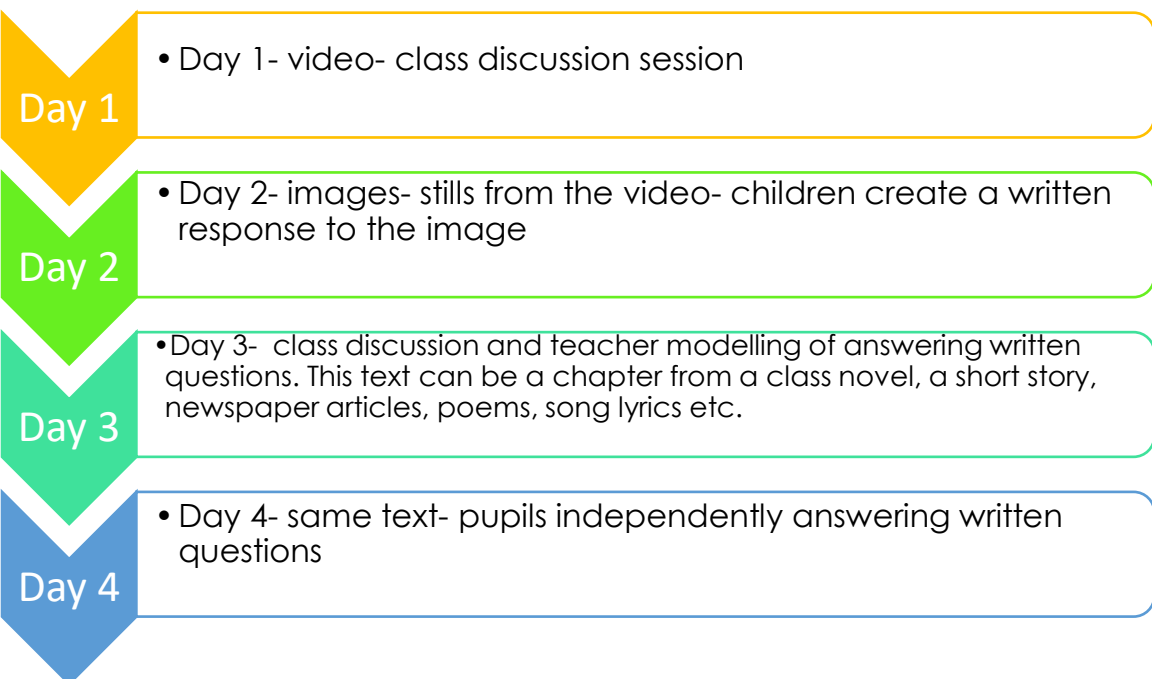
How will this fit into the class timetable?

	English skills					Maths skills		Reading skills			Wider curriculum		
	8:40-9:10	9:10-9:25	9:25-9:50	9:50-10:30	Break	10:45-11:00	11:00-11:30	11:30-11:55	Lunch	12:50	1:10-1:50	1:50-2:45	2:45-3:00
M	SODA (KL or VN)	Vocab Ninja	Phonics SPAG	Writing		Maths skills practise	Maths	VIPERS comp		Quiet reading	Foundation Subjects	Foundation Subjects	Worship
T	SODA (KL or VN)	Worship with Rev Sam	Phonics SPAG	Writing		Maths skills practise	Maths	VIPERS comp		Quiet reading	Foundation Subjects	Foundation Subjects	
W	SODA (VN)	Kinetic Letters	Phonics SPAG	Writing		Maths skills practise	Maths	VIPERS comp		Quiet reading	Foundation Subjects	Foundation Subjects	Worship
T	SODA (VN)	Kinetic Letters	Phonics SPAG	Writing		Maths skills practise	Maths	VIPERS comp		Quiet reading	Foundation Subjects	Foundation Subjects	Worship
F	SODA (VN)	Kinetic Letters	Phonics SPAG	Writing		Maths skills practise	Maths	Spellings		Quiet reading	S.T.E.M		Celebration worship

There will be whole class teaching session based on one content domain at a time. It is important that units of learning are more heavily weighted towards V (Vocabulary), I (Inference) and R (Retrieval). Teachers may decide to spend 2-3 weeks on one domain depending on the needs of their class. This will not be dictated but all content domains should be covered through the year.

These comprehension sessions will run for 25 minutes each between 11.35 – 12.00. It is important that children are ready for a prompt start.

Videos for each VIPERS learning cycle will be based on videos from Literacy Shed. There will be a fixed 4-day cycle which follow the VIPERS pedagogical process.



Reading at home

Children should read at home every evening (Monday – Friday), and a brief comment and a parent signature should be made in the reading record by the parent, carer, or relative who might be listening to the child. For younger children, just 10 minutes daily is sufficient. This might be reading a book together, listening to your child read or reading to your child and talking to them about the book together. By years 5 & 6, this should be at least 30 minutes of reading each evening.

Every Monday, children's planners will be checked by teachers to ensure that there is a reading record entry every day, signed, for the previous week. A dojo will be given to each child, for each reading record entry completed.

Reading books for younger children.

Up to the end of Year 1, and into Year 2 if required, children will bring two reading books home each Friday. One, of these books will be decodable (meaning that pupils will be able to break down the words into sounds, and blend the words). The books given will be matched closely to the stage at which each child is currently working in phonics. The other book will be a book chosen by the child from the library. This may be a book they have chosen because they enjoy the story or are interested in the topic, for example.

Reading books for older children

As children complete their book bands, they will move onto Accelerated Reader. This usually happens at some point in year 2, but can be earlier or later. These children will be given a ZPD over the next couple of weeks and this will be stuck in the front of their planners. This indicates the level of book they will be accessing. They will always have a reading book in school which is within their ZPD, but again they may have a second more challenging book, to share with an adult. When children have completed the book, they will complete an Accelerated Reader quiz based on the book during reading time in class, and their score will be recorded in the front of their planner.

Supporting Reading

When reading with your child, it is important to discuss the text using the key prompts (we use VIPERS – included with this letter), and to communicate their progress regularly using the sections provided on the record pages of the pupil planner.

Accelerated Reader

What is Accelerated Reader (AR)?

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Teachers and librarians help your child choose books at an appropriate reading level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.

If your child does not do well on a quiz, the teacher may help him/her:

- Choose another book that is more appropriate.
- Ask more probing questions as your child reads and before taking a quiz.
- Pair your child with another student, or even have the book read to your child.

In most cases, children really enjoy taking the quizzes. Since they are reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.

[https://www.tilstockprimaryschool.co.uk/wp-content/uploads/sites/8/2020/04/2020-02-28 Accelerated-Reader-Parent-Guide.pdf](https://www.tilstockprimaryschool.co.uk/wp-content/uploads/sites/8/2020/04/2020-02-28%20Accelerated-Reader-Parent-Guide.pdf)