

Reading at Milton Ernest Primary School

VIPERS is the method we use to teach reading comprehension skills to pupils.
In KS1 they are also taught using Read, Write, Inc

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence/Summarise
EYFS	<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> To anticipate key events and phrases in rhymes and stories. To suggest how a story might end. 		<ul style="list-style-type: none"> To describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> To begin to be aware of the way stories are structured. To follow a story without pictures or props.
EYFS Sample Question Stems	<ul style="list-style-type: none"> What does this word mean? 	<ul style="list-style-type: none"> (Looking at the pictures) What might they be feeling? How do you know? 	<ul style="list-style-type: none"> What might happen at the end of the story? What might happen in the story? What might happen next? 		<ul style="list-style-type: none"> What did you find out? What can you see on the front cover? 	<ul style="list-style-type: none"> Can you order these parts of the story? What happened first, next....?
Year 1	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference through use of pictures 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 		<ul style="list-style-type: none"> To develop their knowledge of retrieval through images. 	<ul style="list-style-type: none"> To retell familiar stories orally To sequence the events of a story they are familiar with
Year 1 Sample Question Stems	<ul style="list-style-type: none"> What does the word... mean in this sentence? Which word in this section do you think is the most important? Why? Can you think of any other words the author could have used to describe this? 	<ul style="list-style-type: none"> Why was.....feeling Why did..... happen? How does make you feel? 	<ul style="list-style-type: none"> 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? What is happening? What do you think happened before? What do you think will happen after? 	<ul style="list-style-type: none"> Who is your favourite character? Why? Would you like to live in this setting? Why/why not? Do you like this text? What do you like about it? 	<ul style="list-style-type: none"> Who did.....? Where did.....? When did.....? Why didhappen? How did.....? How many ? What happened to.....? 	<ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after.....? What was the first thing that happened in the story? Sequence the key events in the story

<p>Year 2</p>	<ul style="list-style-type: none"> ☒ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary, ☒ Discussing their favourite words and phrases. 	<ul style="list-style-type: none"> ☒ Making inferences on the basis of what is being said and done ☒ Answering and asking questions 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • Asking and answering retrieval questions 	<ul style="list-style-type: none"> • To discuss the sequence of events in books and how items of information are related.
<p>Year 2 Sample Question Stems</p>	<ul style="list-style-type: none"> • Find and copy a word which means • What does this word or phrase tell you about • Which of the words best describes the character/setting/mood etc? • Why do you think is repeated in this section? 	<ul style="list-style-type: none"> • Why did..... say • Can you explain why • What do you think the author intended when they said.....? 	<ul style="list-style-type: none"> • How does the choice of character or setting affect what will happen next? • What do you think the last paragraph suggests? What will happen next? 	<ul style="list-style-type: none"> • Why do you think all the main characters are girls in this book? • Is there anything you would change about this story? 	<ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why didhappen? • How did.....? • How many ? • What happened to.....? 	<ul style="list-style-type: none"> • 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 are the key events in the story? Can you sequence them in relation to... <ul style="list-style-type: none"> ○ chronology> ○ importance? ○ character involvement> Etc.
<p>Year 3/4</p>	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> • To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • To retrieve and record information from a fiction text. 	<ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph and summarising these
<p>Year 3/4 Sample Question Stems</p>	<ul style="list-style-type: none"> • Which word tells you that ? Find one word in the text which means..... • Find and highlight the word that is closest in meaning to 	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? • How can you tell that • What voice might these characters use? • Who is telling the story? 	<ul style="list-style-type: none"> • 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 makes you think this? 	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What is the purpose of this text feature? • What is the author's point of view? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did. ...? • What happened to ? • What doesdo? • How is • Give one example of..... 	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? What was the first thing that happened in the story?
<p>Year 5/6</p>	<ul style="list-style-type: none"> • Vocabulary from texts/wider curriculum 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Retrieval to aid in explaining, prediction and inference 	<ul style="list-style-type: none"> • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

				debates,		
<p>Year 5/6 Sample Question Stems</p>	<ul style="list-style-type: none"> • What do the words and..... suggest about the character, setting and mood? • Which keyword tells you about the character/setting/mood? • Find a word or phrase which shows/suggests that..... 	<ul style="list-style-type: none"> • How does this paragraph suggest this? • How do the descriptions of show that they are ? • What impression of do you get from these paragraphs? • What wasthinking when.....? 	<ul style="list-style-type: none"> • 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? Yes, no or maybe? Explain your answer using evidence from the text. 	<ul style="list-style-type: none"> • 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 effect does have on the audience? • How does the author engage the reader here? 	<ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • Howis? What can you learn about from this section? • The story is told from whose perspective? 	<ul style="list-style-type: none"> • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these events come in the chapter?