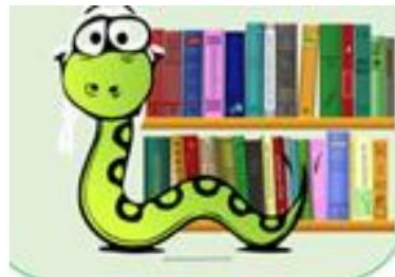




Reading Lessons at Dothill Primary School

In school we are helping our children to explore literature in an active manner through questioning and activities based around 6 key skills. These skills have been given the acronym 'VIPERS' to help children realise which skill they might be practising at any time and help them tune into the sort of thinking that is needed. The letters stand for the following key reading techniques:

Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence or Summarise



V = Give/explain the meaning of words in context

I = Make inference from the text/ explain and justify using evidence from the text.

P = Predict what might happen from the details stated and implied.

E = explain how information/narrative content is related and contributes to the meaning as a whole. OR explain how meaning is enhanced through choice of words and phrases.

R = Retrieve and record key information/key details from fiction and non-fiction

S = Summarise main ideas from more than one paragraph



We help children to develop these reading skills through questioning and activities in guided reading of ANY text type.

Here's an example that could be asked when 'reading a picture' in a picture book:

V - Can you find synonyms for the word ship.

I - Are the men peaceful?

P - Where do you think the men are going?
Why do you think they are going there?

E - Why do you think the sky is dark and stormy?
Can you say how the two boats are similar?
Why is this?



R - Approximately how many men are on each ship? What power does the ship use?

S - Summarise what you can see on the ships.

We would ask the children to explain HOW they know the answer they have responded with.

The questions can be adapted to a picture book with a seemingly simple story line too:

I Is a ship's horn loud or quiet?

E Explain what you would do if you found a penguin on your doorstep

S In what order did they ask these people for directions?

He ran down to the harbour and asked a big ship to take them to the South Pole. But his voice was much too small to be heard over the ship's horn.

Which word is a place where ships 'park'?

V

How did they get down to the harbour?

R

Who do you think they ask next?

P



The questions don't always have to be asked in the VIPERS order, but evidence as to why the answer was chosen is asked for.

Possible questions to ask when reading with a child:



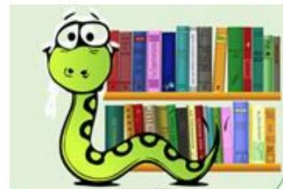
ocabulary



- What do the words _____ and _____ suggest about the character/setting/mood?
- Which word tells you that..... is about to happen/is a horrid person/is a cat?
- Which keyword tells you about the character/setting /mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to
- Find a word or phrase which shows/suggests that..... (it is terrible weather/...is terrified/...a kind person/....in a new setting)



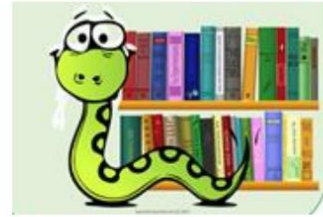
nfer



- Find a group of words which show that _____ is angry/the story is set in a different country to this/the plan will go wrong/the animal is a carnivore
- How do the descriptions of _____ show that they are _____?
- How can you tell that.....?
- What impression of _____ do you get from these paragraphs?/What sort of person do you think _____ is / Why?
- What voice might these characters use?
- What was.....thinking when they.....
- Who do you think is telling the story?



redict



- What does the front cover suggest the book might be about?
- What is happening now? What will happen?
- Which paragraph suggest will happen tonext?
- Do you think the choice of setting will change the way the story goes?
- Yes/No/maybe? Do you think will happen? What tells you that?



xplain



- Explain how the first and the last chapters link
- Explain how the authors choice of words makes their meaning really clear
- Why is the text arranged in this way?
- What is the purpose of this feature? (Photo/bullet point/text box/italics etc)
- What is the author's point of view?
- Which words and phrases make you feel_____effectively, why?
- Explain which part was the most exciting and why.

R

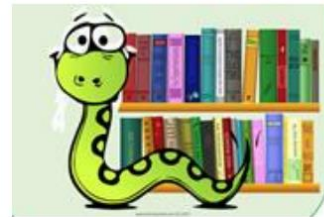
etrieve



- What genre is this text? How do you know?
- How did....? (the dog escape?)
- How often does the word _____ appear? (why?)
- What date did _____ happen?
- What happened to?
- What colour is the?
- Give one example of a word used that means
- Which words tell you who is telling this story?
- How many green bottles were there?

S

ummarise



- What happened after/before....?
- Which order did the events happen in?
- What was the first thing that happened in the story?/Text?
- In what order do the chapter headings come in the story?
- What did the main character say about.....?

There is a very wide body of research about how important reading well is to the rest of our achievement in life. If your child can discuss what they have read, their critical thinking and opportunities open even further!