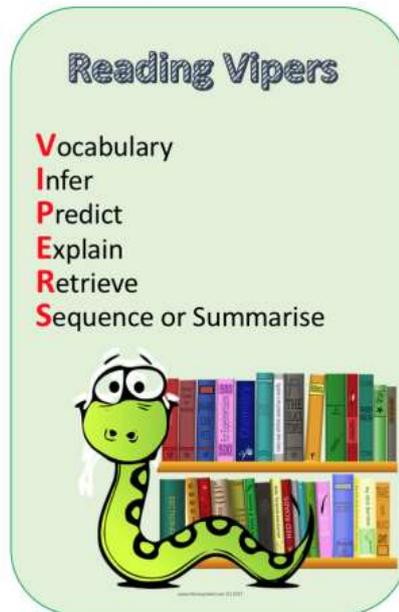# VIPERS at Anchorsholme Academy

Reading VIPERS is our new way of supporting children in developing their reading comprehension skills. All children will be working on VIPERS during class reading, whether it is whole class guided reading, in a small group or one-to-one with an adult. It would be fantastic if parents/ carers could also be referring to VIPERS when they listen to their child/ren read at home.

VIPERS stands for:

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

This poster is displayed in all classrooms. Up to the end of Year 2, the 'S' stands for 'Sequence'. Once children move into Year 3, the 'S' stands for 'Summarise' which is a more demanding skill.

If we ensure that children are competent in all of these reading skills, we are covering all of the National Curriculum requirements and enabling them to be strong, confident readers. This acronym is just a simple way of helping children and parents to identify and remember what these vital skills are.

Texts types are covered over a 3 week cycle and where possible link to learning in other subject areas.

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6
Monday			Vocabulary		Vocabulary		Vocabulary		Vocabulary		Vocabulary
		Vocabulary									
Tuesday											
	Fiction	Inference	Non-fiction	Retrieval and explanation	Poetry / songs / picture books / short films	Inference	Fiction	Retrieval and explanation	Non-fiction	Inference	Poetry / songs / picture books / short films	Retrieval and explanation
Wednesday											
Thursday											
Friday		Prediction		Sequencing and summarising		Prediction		Sequencing and summarising		Prediction		Sequencing and summarising

Question Openers

VIPERS can be used on any text a child is reading, as well as on pictures, picture books and even films! When any adult is listening to a child read, all they have to do is think of questions about the book/ picture or film that cover the VIPERS skills. There are some great examples below of how you can create your own questions using the following question openers. Note that the example question starters are different for EYFS to Year 2 and for Years 3-6.

	EYFS- Y2	Y3-Y6
Vocabulary	What does the word …mean in this sentence? What does this word or phrase tell you about…?	What do the words…and …suggest about the character, setting and mood? Find one word in the text that means that… Which word tells you that…?
Infer	Why was …feeling…? What do you think the author meant when they said…?	How can you tell that…? What impression of…do you get from these paragraphs?
Predict	What do you think will happen next? What makes you think this? What is happening? What do you think happened before?	Do you think…will happen? Yes, no or maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this?
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?
Retrieve	How many…? What happened to…?	How would you describe this story/ text? What genre is it? How do you know?
Sequence **S**ummarise	What happened after…? What was the first thing that happened in the story?	Can you summarise in a sentence the beginning/ middle/ end of the story? In what order do these chapter headings come in the story?