

# Reading VIPERS

## **VIPERS**

Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading VIPERS can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.

**Sequence – KS1**

**Summarise – KS2**

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

## **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

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

## Key Stage 1

In Key Stage One children's reading skills are taught and practised using the VIPERS during whole class reading sessions.

### [KS1 Content Domain Reference \[VIPERS\]](#)

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's reading skills are taught and practised using VIPERS during whole class reading sessions.

### [KS2 Content Domain Reference \[VIPERS\]](#)

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]

# Key Reading Skills: Stem Questions

## EYFS, Year 1 and Year 2

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text.	Make inferences from the text.	Predict what you think will happen based on the information that you have been given.	Explain your preferences, thoughts and opinions about the text.	Identify and explain the key features of fiction and non-fiction texts such as characters, events, titles and information.	Sequences the key events in the story.
<b>Example questions:</b>  What does the word...mean in the sentence?  What does this word or phrase tell you about...?	<b>Example questions:</b>  Why was ...feeling...?  Why did ... happen?  Why did ...say ...?	<b>Example questions:</b>  Look at the book cover/blurb – what do you think the book will be about?  What do you think will	<b>Example questions:</b>  Who is your favourite character? Why?  Would you like to live in this	<b>Example questions:</b>  What kind of text is this?  Who did...?  Where did ...?  When did ...?	<b>Example questions:</b>  Can you number these events 1-5 in the order that they happened?  What happened after ...?

<p>Which word do you think is the most important? Why?</p> <p>Which of these words best describes the character/setting/mood etc...?</p> <p>Why do you think...is repeated in this section?</p>	<p>Can you explain why...?</p> <p>What do you think the author intended when they said...?</p> <p>How does...make you feel?</p>	<p>happen next? What makes you think this?</p> <p>What is happening? What do you think happened before?</p> <p>What do you think the last paragraph suggests will happen next?</p>	<p>setting? Why/why not?</p> <p>Is there anything you would change about this story?</p> <p>Do you like the text? What do you like about it?</p>	<p>How many ...?</p> <p>What happened to...?</p>	<p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p>
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## Key Stage 2

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Find out and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what you think will happen based on the details given and implied.	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language.  Explain the themes and patterns that develop across the text.  Explain how information contributes to the overall experience.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
Example questions:  What do the words...and ...suggest	Example questions:  Find and copy a group of words	Example questions:	Example questions:  Why is the text arranged in this way?	Example questions:  How would you describe this	Example questions:  Can you number these events 1-5 in

<p>about the character, setting and mood?</p> <p>Which word tells you that...?</p> <p>Which key word tells you about the character/setting/mood?</p> <p>Find one word in the text which means...?</p> <p>Find and highlight the word that is closest in meaning to...?</p> <p>Find a word or phrase which shows/suggest that...?</p>	<p>which show that...</p> <p>How do these words make the reader feel?</p> <p>How does this paragraph suggest this?</p> <p>How do the descriptions of...show that they are...?</p> <p>How can you tell that...?</p> <p>What impression of...do you get from these paragraphs?</p> <p>What voice might these characters use?</p>	<p>From the cover what might this book be about?</p> <p>What is happening now? What happened before this?</p> <p>What will happen after?</p> <p>What does this paragraph suggest will happen next?</p> <p>What makes you think this?</p> <p>Do you think the choice of setting will influence how the plot develops?</p>	<p>What structures has the author used?</p> <p>What is the purpose of the text feature?</p> <p>Is the use of...effective?</p> <p>The mood of the character changed throughout the text.</p> <p>Find and copy the phrases that show this.</p> <p>What is the author's point of view?</p> <p>What affect does...have on the audience?</p> <p>How does the author engage the reader here?</p>	<p>story/text? What genre is it? How do you know?</p> <p>How did...?</p> <p>How often...?</p> <p>Who had...?</p> <p>Who is...? Who did...?</p> <p>What happened to?</p> <p>What does...do?</p> <p>What can you learn from ...from this section?</p> <p>Give one example of...</p> <p>The story is told from whose perspective?</p>	<p>the order that they happened?</p> <p>What happened after...?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p>
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	<p><b>What was ...thinking when...?</b></p> <p><b>Who is telling the story?</b></p>	<p><b>Do you think...will happen? Yes, no or maybe? Explain your answer using evidence from the text.</b></p>	<p><b>Which words and phrases did...effectively?</b></p> <p><b>Which sections where the most interesting/exciting part?</b></p> <p><b>How are these sections linked?</b></p>		
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