



## **KS1/KS2 VIPERS/WHOLE CLASS READING LESSON STRUCTURE**

Children are explicitly 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.

### **Reading Vipers**

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise





## Key Stage 1

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

## VIPERS Lesson Structure

VIPERS whole class reading sessions take place 5 x a week for 30-45 minutes. These are separate to but often complement English sessions, the books are carefully chosen by teachers. On most occasions, the book is linked to the termly topic (please see VIPERS half termly book whole school overview).

The question domains focused on in sessions will vary from session to session/class to class depending on the needs of the children but as a general rule time spent on each VIPER is based upon the English Reading Test Framework (2016) number of marks available for each content domain.

### KS1 English Reading Test Framework (2016)

Content domain reference	Number of marks	Percentage of total mark
<b>1a</b> draw on knowledge of vocabulary to understand texts	1-8	3-20%
<b>1b</b> identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16-32	40-80%
<b>1c</b> identify and explain the sequence of events in texts	0-3	0-8%
<b>1d</b> make inferences from the text	4-14	10-35%
<b>1e</b> predict what might happen on the basis of what has been read so far	0-2	0-5%

In KS1 we base a lot of guided reading questions around the 'Retrieve' VIPER and balance the other VIPERS appropriately.

## KS2 English Reading test Framework (2016)

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5-10	10-20%
2b retrieve and record information / identify key details from fiction and non-fiction	8-25	16-50%
2c summarise main ideas from more than one paragraph	1-6	2-12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8-25	16-50%
2e predict what might happen from details stated and implied	0-3	0-6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0-3	0-6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0-3	0-6%
2h make comparisons within the text	0-3	0-6%

### Whole Class Reading Lesson Structure

Most sessions will start with a couple of quick questions that will focus on the summarise domain. Pupils will then be hooked into the book by reading the book together. The class teacher will model reading, paying close attention to punctuation and intonation. Sometimes, the teacher will read aloud whilst pupils track the text. Other times, pupils will read aloud or will take on the parts of the characters. This gives the class teacher an opportunity to assess fluency and accuracy when reading. To check for pupil understanding, pupils will then work through a series of questions (each representing one of the reading domains), pupils may wish to revisit the text in order to answer these questions. Children will use the skimming and scanning/fastest finger first techniques that they have been taught, this will help them to quickly retrieve the necessary information.

Some questions only require oral feedback, children will be given time to discuss the question and/or text with a partner or in a group before discussing it as a whole class. During the written question segment of the lesson, children will access to peer support and/or adult support. Answers are either marked actively in that session or self-assessed by the pupil.

At The Ellis CE Primary, we are working hard to ensure that children build a wide repertoire of vocabulary. When focusing on the 2a domain, we look at the etymology and morphology of the word. New vocabulary is displayed in each classroom.


Questions from the following domains: 2e, 2f, 2g & 2h, are sometimes worth 3 marks and therefore require further modelling and discussion. To help scaffold our pupils' answers, we use two different approaches.

### Approach 1: APE

**A.P.E.** **Answer it**  
 What is the answer to the question you've been asked? Remember what you've read; don't guess.

**Prove it**  
 Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.


**Explain it**  
 Why did that quote help you answer the question? Give as much detail as you can.



@MRSPTTEACH

**Answer it**

I think...  
 The writer...  
 In this text...  
 I believe that...  
 It is clear that...  
 The speaker...  
 The writer creates ... by ...  
 My opinion is ...




**A.P.E.**

@MRSPTTEACH

**Prove it**

For example...  
 I know this because...  
 The writer states that...  
 The text includes...  
 The character says...  
 For instance, the writer describes ...  
 as ...  
 I get this impression because...




**A.P.E.**

@MRSPTTEACH

**Explain it**

This implies...  
 This suggests that...  
 This means that...  
 This makes you realise...  
 This creates a sense of...  
 This makes the reader think/feel...  
 This can be interpreted as...  
 The effect of this is...



**A.P.E.**

@MRSPTTEACH

**Approach 2:** A Pair of PJS, where pupils know that they need to make 2 points and justify these with two or more quotes from the text.

Children are also given sentence stems so that they know how answer each question fully.

### Recording and Assessment during VIPERS sessions

As mentioned earlier, some questions will require pupils to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During VIPERS sessions, teaching staff may decide to focus on specific children, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations

and how they are performing relating to the specific content domain. At the end of each half-term, pupils are formally assessed. This information is used to plan the next VIPERS sessions.

