

Y5/6 Reading Workshop

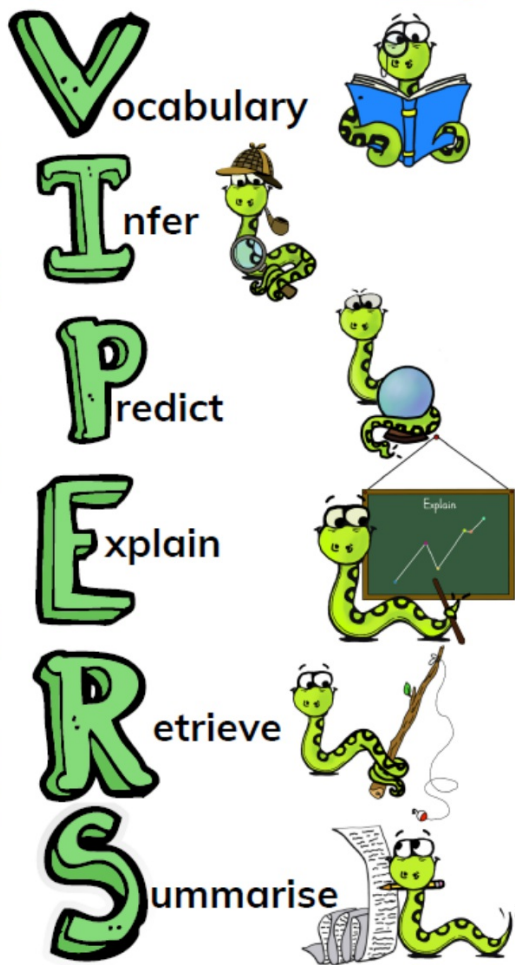
Tuesday 28th January



Birley Primary Academy
A L.E.A.D. Academy

The way we teach reading in school changes in the different stages of your child's learning.

- In KS1 we focus on decoding texts and using phonics skills to read words.
- In Lower KS2 (Y3 and Y4) we focus on becoming more fluent readers, and begin to work on using comprehension skills.
- In Y5/6 we focus more on comprehension skills and understanding what we read in greater detail.



We use the VIPERS acronym to make the key reading skills explicit to children.

In our reading lessons, we teach the children how to use these skills to comprehend texts effectively.

READING VIPERS



Vocabulary



Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- 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.....

READING VIPERS

Infer

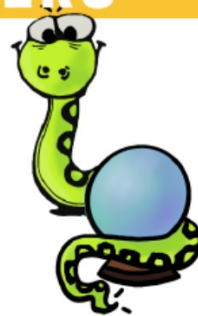


**Make and justify inferences
using evidence from the text.**

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

READING VIPERS

Predict

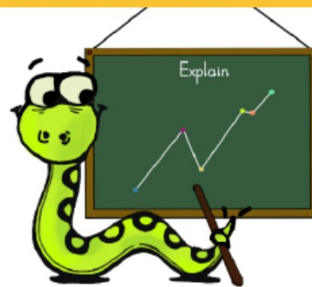


Predict what might happen from the details given and implied

- 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 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? Explain your answer using evidence from the text.

READING VIPERS

Explain



- > Explain how content is related and contributes to the meaning
- > 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.

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- 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 affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

READING VIPERS

Retrieve



**Retrieve and record information
and identify key details.**

- How would you describe this story/text?
What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

READING VIPERS



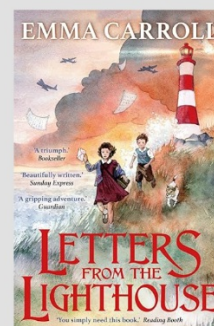
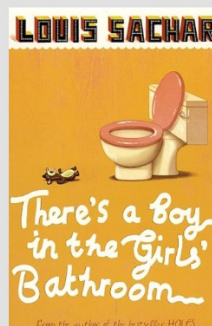
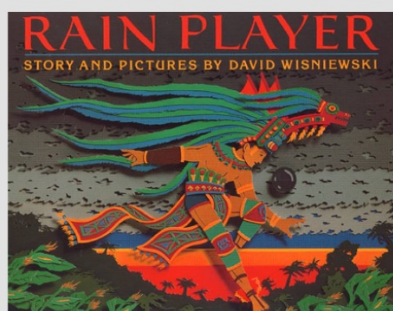
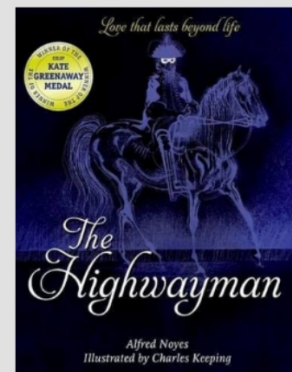
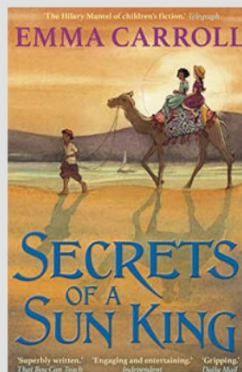
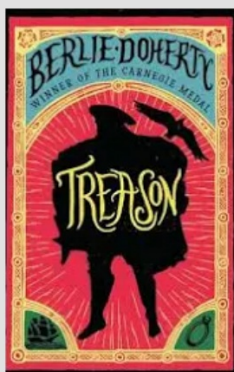
Summarise



Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

In Y5/6 we mainly teach the VIPERS skills through the form of novel study. We read a range of high quality texts in our lessons, linking these to our topics wherever possible.



The VIPERS skills that we teach link closely to the content domains that Y6 children are tested on in the KS2 SATs tests:

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give or explain the meaning of words in context.</i>	<i>Retrieve and record information or identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text or explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</i>	<i>Identify and / or explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>



In order to be successful in their SATs tests, children need to be able to:

- use their understanding of VIPERS to answer questions effectively.
- have reading stamina to be able to read large quantities of text in timed conditions.

Some children need to work on developing their reading stamina by reading more frequently. We recommend that children aim to read every day, even if it is only a few pages before bed.

We recommend that children...

- Read regularly at home and at school.
- Try to read a range of books from different genres and authors, rather than just reading the same series over and over, e.g. *Diary of a Wimpy Kid*
- Try to read a range of material, not just books, for example newspapers, magazines, football programmes.
- Read independently, but also to grown-ups from time to time.
- Talk about what they have read, review texts or make recommendations to others.

All of these things will help to build reading skills, increase reading stamina and help to make children more confident and competent readers in preparation for SATs and secondary school.

