VIPERS

Explain

Explain your preferences, thoughts and opinions about the text.

- 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?
- What is the author's point of view?
- 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?

Retrieve

Identify and explain the key features of fiction and nonfiction texts

- 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?
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

- Can you number these events 1-5 in the order that they happened?
- What happened after …….?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Not sure of the answer, say…

- ➢ Have a guess. What could it be?
- ➢ What would you do if you were…?
- ➢ If we know that … means…, what might…mean?
- ➢ Does the picture help? How?
- ➢ What do the clues tell use?

Always model good reading skills. Have fun!
5 minutes a day makes a huge difference.

VIPERS

VIPERS cover the key comprehension skills that children need to achieve in line with the reading domains set out in the National Curriculum. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead to further conversations about the book.

Vocabulary

Find and explain the 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.......

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 does this paragraph suggest this?
• How do the descriptions of ...... show that they are ....
• How can you tell that......
• What impression of ...... do you get from these paragraphs?
• What voice might these characters use?
• What was .... thinking when.....

Predict

Predict what you think will happen based on 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? Yes, no or maybe? Explain your answer using evidence from the text.