



South Hykeham Community Primary School

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Dear Parent,

Reading at home has a significant impact on your child's learning in school. Reading at home helps to support children with their reading skills (having the ability to decode new words), their reading fluency (speed and delivery) and their comprehension (understanding). Reading also helps children to develop their vocabulary, gain ideas to support their imagination and allows them to experience a range of authorial techniques that can be mirrored in their writing.

Since September 2022, we have embedded the acronym VIPERS into our English lessons. Reading VIPERS is a way of supporting children with their reading comprehension skills. Year 2, 3, 4, 5, and 6 children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also refer to VIPERS when listening to your child read at home.

Year 2
(From Spring term)

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

KS2

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

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 enabling them to be strong, confident readers.



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VIPERS can be used on any text that a child is reading, as well as on pictures, picture books and films. When any adult is listening to a child read, all they have to do is think of questions about the book/picture/film that cover areas of the VIPERS. There are some examples below of how you can create your own questions using the following question openers.

	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 which means Which word tells you that?
Infer	Why was? feeling? What do you think the author intended 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 Summarise	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?

It is also proven that students who read orally with good expression are more likely to comprehend deeply when reading silently. Therefore, to support reading fluency in school we use the 6Ps:



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Pitch:	The musicality of the reading voice –including tone and intonation.
Power:	The strength given to the reading voice –including volume and stress.
Pace:	The speed and rhythm of what we read.
Punctuation:	The adherence to and understanding of the marks an author has placed upon the page.
Pause:	The knowing of when not to read and for how long.
Passion:	The emotion of the reading –including empathy and sympathy and the development of a reader's love for the written word.

Year 2 will focus on 3 of the P's. These are: pitch, pace and punctuation.

A great way to work on this at home is to take a page of your child's book that they are familiar with and take turns reading it again. Give each other a score out of five for the following questions:

Reading Fluency – How am I doing?

Reader: _____ Date: _____ Text: _____

What	Do I?	1 	2 	3 	4 	5 
Pitch:	Do I change my voice at all when I read?					
Power:	Do I read loudly and clearly?					
Pace:	Do I read at a good speed?					
Punctuation:	Do I use the punctuation marks to help me read?					
Pause:	Do I pause at the right time when I read?					
Passion:	Do I connect with what I am reading and try to enjoy it?					

Total score: /

We recommend that reading at home takes place at least three times a week. The more opportunities your child has to enjoy reading at home the better.

If you have any questions or concerns, please see me or your child's class teacher.

Thank you for your continued support,

Mrs Jones



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