

“Reading is a passport to countless adventures.”
Mary Pope-Osbourne

At PSJ, our approach to guided reading is structured and comprehensive. We teach whole class guided reading sessions, five times a week, from Year 2 to Year 6. We use the acronym VIPERS to teach guided reading. This is an effective way to ensure children are answering questions based on vocabulary, inference, explanation, retrieval, and sequencing/summarising. We focus on a different VIPER throughout the week to offer a diverse range of question types that promote critical thinking and enhance our childrens' comprehension skills. Our children read a core text throughout the term as well as a variety of linking texts to ensure they are accessing a range of texts types across the year.

<u>Year group</u>	<u>Key skill- Vocabulary</u>
Year 2	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words; link new meanings to known vocabulary. • discussing their favourite words and phrases. • recognise some recurring language in stories and poems.
Year 3	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read. • discuss words that capture the reader’s interest or imagination. • identify how language choices help build meaning. • find the meaning of new words using substitution within a sentence.
Year 4	<ul style="list-style-type: none"> • use a thesaurus to find synonyms. • discuss why words have been chosen and the effect these have on the reader. • explain how words can capture the interest of the reader. • discuss new and unusual vocabulary and clarify the meaning of these. • find the meaning of new words using the context of the sentence.
Year 5	<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary. • discuss how the author’s choice of language influences the reader. • evaluate the author’s use of language. • investigate alternative word choices that could be made. • begin to look at the use of figurative language. • use a thesaurus to find synonyms for a larger variety of words. • read around the word’ and explore its meaning in the broader context of a section or paragraph.

Year 6	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and discover how this influences the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
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<u>Year group</u>	<u>Key skill- Inference</u>
Year 2	<ul style="list-style-type: none"> • make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to notice subtler references. • answering and asking questions and modifying answers as the story progresses. • use pictures or words to make inferences.
Year 3	<ul style="list-style-type: none"> • infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events
Year 4	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions). • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text. • use more than one piece of evidence to justify their answer.
Year 5	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings or events. • use figurative language to infer meaning.

	<ul style="list-style-type: none"> • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.
Year 6	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.
<u>Year Group</u>	<u>Key skill- Predict</u>
Year 2	<ul style="list-style-type: none"> • predicting what might happen on the based on plot, character and language so far. • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.
Year 3	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions.
Year 4	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on.
Year 5	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied. • support predictions with relevant evidence from the text. • confirm or modify predictions as they read on.
Year 6	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm or modify predictions in light of new information.

<u>Year group</u>	<u>Key skill- Explain</u>
Year 2	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • express own views about a book or poem. • discuss some similarities between books. • listen to the opinion of others.
Year 3	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. • recognise authorial choices and the purpose of these.
Year 4	<ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination. • identify how language, structure, and presentation contribute to meaning. • recognise authorial choices and the purpose of these.
Year 5	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views. • recommend books for peers in detail. • give reasons for authorial choices. • begin to challenge points of view. • begin to distinguish between fact and opinion. • identifying how language, structure and presentation contribute to meaning. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • explain and discuss their understanding of what they have read, including through formal presentations and debates.
Year 6	<ul style="list-style-type: none"> • give reasons for authorial choices. • begin to challenge points of view. • begin to distinguish between fact and opinion. • identifying how language, structure and presentation contribute to meaning. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

	<ul style="list-style-type: none"> • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. • Make comparison across different books, including character comparisons.
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<u>Year group</u>	<u>Key skill- Retrieval</u>
Year 2	<ul style="list-style-type: none"> • independently read and answer simple questions about what they have just read. • asking and answering retrieval questions. • draw on previously taught knowledge. • remember significant event and key information about the text that they have read.
Year 3	<ul style="list-style-type: none"> • use contents page and subheadings to locate information. • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text.
Year 4	<ul style="list-style-type: none"> • confidently skim and scan texts to record details. • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.
Year 5	<ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text. • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from texts. • ask my own questions and follow a line of enquiry.
Year 6	<ul style="list-style-type: none"> • Children confidently skim and scan, and use the skill of reading before and after to retrieve information. Using evidence from across whole chapters or texts. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.

	<ul style="list-style-type: none"> • Retrieve, record and present information from a wide variety of texts. • Ask my own questions and follow a line of enquiry.
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<u>Year group</u>	<u>Key skill- Summarise/Sequence</u>
Year 2- sequence	<ul style="list-style-type: none"> • discuss the sequence of events in books. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.
Year 3	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these. • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books. • make simple notes from one source of writing.
Year 4	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books. • summarise whole paragraphs, chapters or texts. • highlight key information and record it in bullet points.
Year 5	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text. • identify and summarise themes across a wide range of writing.
Year 6	<ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.

- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
- summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

VIPER	Example question type
Vocabulary	<div style="display: flex; justify-content: space-around;"> <div data-bbox="555 512 1088 1066" style="background-color: #e0f2f1; padding: 10px; border: 1px solid #ccc;"> <h3 style="text-align: center;">KS1 Reading Vipers</h3> <h4 style="text-align: center; color: red;">Vocabulary</h4> <p style="text-align: center;">Draw upon knowledge of vocabulary in order to understand the text.</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? </div> <div data-bbox="1205 496 1738 1043" style="background-color: #e0f2f1; padding: 10px; border: 1px solid #ccc;"> <h3 style="text-align: center;">KS2 Reading Vipers</h3> <h4 style="text-align: center; color: red;">Vocabulary</h4> <p style="text-align: center;">Find and explain the meaning of words in context</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • 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..... </div> </div>

Inference

KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- 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.....
- Who is telling the story?

<p>Predict</p>	<p>KS2 Reading Vipers</p> <p>Predict</p> <p>Predict what might happen from the details given and implied.</p> <p>Example questions</p> <ul style="list-style-type: none"> • 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. 	<p>KS1 Reading Vipers</p> <p>Predict</p> <p>Predict what you think will happen based on the information that you have been given.</p> <p>Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?
<p>Explain</p>	<p>KS1 Reading Vipers</p> <p>Infer</p> <p>Make inferences from the text.</p> <p>Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say? • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>KS2 Reading Vipers</p> <p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> <p>Example questions</p> <ul style="list-style-type: none"> • 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..... • Who is telling the story?

<p>Retrieve</p>	<p>KS1 Reading Vipers</p> <p>Retrieve</p> <p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> <p>Example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>KS2 Reading Vipers</p> <p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> <p>Example questions</p> <ul style="list-style-type: none"> • 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?
<p>Summarise/Sequence</p>	<p>KS1 Reading Vipers</p> <p>Sequence</p> <p>Sequence the key events in the story.</p> <p>Example questions</p> <ul style="list-style-type: none"> • 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? 	<p>KS2 Reading Vipers</p> <p>Summarise</p> <p>Summarise the main ideas from more than one paragraph</p> <p>Example questions</p> <ul style="list-style-type: none"> • 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?