

# VIPERS



**V- Vocabulary-** Thinking about what words mean and why the author has chosen to use that vocabulary

**I-Inference-** The meaning behind the text. Explaining and justifying how we know things from the text using the context it is written in.

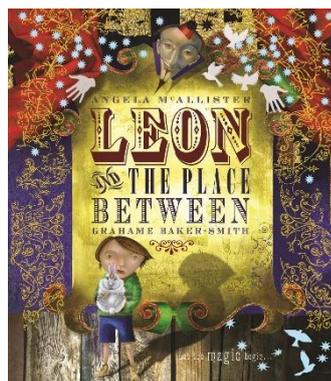
**P-Prediction-** Considering what will happen next in the story using details from the text or what is implied by the text.

**E- Explain-** Think about how information is related and the meaning as a whole. This also includes thinking about how meaning is enhanced by the choice of language and making comparisons within the text.

**R- Retrieve-** Record key information in the text.

**S- Summarise/ sequence -** Thinking about the key parts of the text or paragraph just read. It is also thinking about recalling key parts of the text, which includes ordering questions. Sequencing relates to children being able to order a text or a events taken from a text.

Below are examples of how lessons would be based around each of the reading skills. They are based around the book 'Leon and the Place Between'.



# VOCABULARY

The blurb is one sentence long...

Do you dare to step into the place between?

Tell your partner what you think the book might be about just from this sentence.



Which words do you find interesting?



Which word suggests there might be some danger in the story?  
Why?



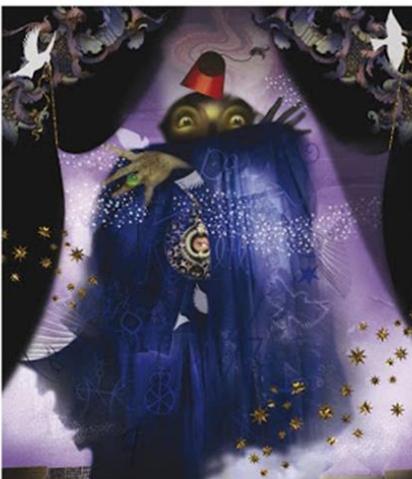
What do you think the place between might mean?

In week one, we unpicked the blurb and thought about which words we found interesting. Children were also challenged to think about which words made us think there might be some danger in the book. We also included some prediction. This shows that there is a cross over between skills. This was an effective lesson to introduce VIPERS as the blurb was only one sentence long.



Look at the picture, what do you think our focus is today?

In the second week, children were asked to guess the focus of the lesson. We linked each letter in VIPERS to an emoji to help those who learn best using visuals remember what each skill is.



Look at the image. We are going to think of some adjectives to describe this mysterious character.

As a class we are going to think of some ideas and then you are going to have a go adding to these ideas in your books.

Write the date and stick in the picture in the middle of your page so you can create a thought shower around the image.

Children then had to think about how to describe the mysterious character we are introduced to. This helped children to think about what they had already read in the book and to make links to 'magic things' they have seen before. We also had a chance to discuss up levelling of vocabulary choices.

To encourage children to make links to the writing, Rainbow Grammar and SPAG lessons we had we made the learning fun with a reading bingo. Each language feature children used they received one dojo. We visited this at the end of the session and celebrated children's creative ideas.

## Plenary:



Work with your buddy to check how many have you included? We will be asking for examples. One example= one dojo.

Simile	Alliteration	Using five senses
Adjective	Adverb	Show not tell language

On the page opposite we can see things that aren't described in the text. With your buddy, annotate your copy that is stuck in your book with ideas of how to describe what you can see...



For example,

The pearl white horse cast a shadow from the balcony where it proudly stood.

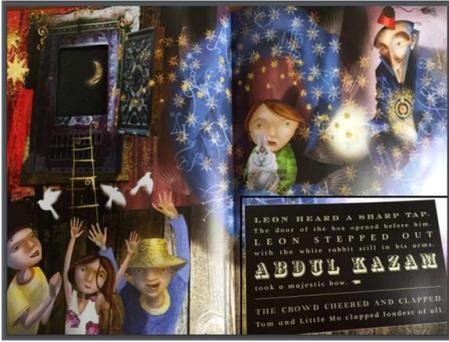
We continued this the following week, generating vocabulary from the illustrations on the page. We used the passage on this page almost like a model text to then describe other things we could see that had not been written about..

In week four, children had a similar challenge. However, as we were now engrossed in the story the idea 'the words had been stolen' by the magic in the Place Between worked well as a hook. This activity worked well differentiated as those who were not confident thought of key phrases to use to describe the scene and those who were confident had the chance to write a passage.

The magic from the Place Between seems to have stolen the words from the next page...



Read this page...



Are there any words we don't know the meaning of?



What language or phrases are powerful in this passage?



Can we uplevel any of the language?

In the final week of *Leon and the Place Between* we read one of the final pages of the book and unpicked the language as a class. We spoke about which phrases or words were powerful and helped to effectively describe what was happening. We used the illustration to help us decide.

The final vocabulary task was to try and up level the passage.

What could we change in this passage?

Leon heard a ..... The of the box opened before him.  
Leon..... out with the white rabbit still in his arms.  
Abdul Kazham took a ..... bow.

The crowd ..... and ..... Tom and Little Mo clapped loudest  
of all.



This was the symbol we used to represent vocabulary.

# INFERENCE

Today's focus is inference.

Inference means to make a guess about something based on what we can see and facts we might have read.



= Inference- Use the clues to work it out

## What is the book about?

To introduce the 'I' to the children we unpicked what inference or inferring actually meant. We used the detective emoji to help the children to remember it is using clues on the text or in the image to help you work something out.

Tuesday- Infer 🕵️

The first book we will be focusing on in our reading sessions is called...

Leon and the Place Between

In your books and talking to those around you, think about what the book might be about.

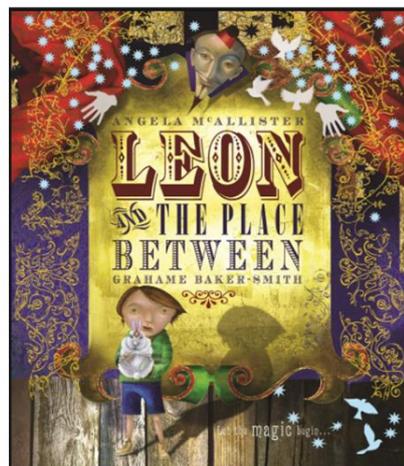
Think about..

What is the place between?

Who is Leon?

When might the story be set?

What other clues can you collect from the front cover?



[Extend Page](#)

We decided to practise inference we would provide the children with just the title of the book and at first not show them the front cover. We asked them some prompt questions and to use what the title was to think about what the book might be about. This also lent itself to the prediction skill would work on later in the week.

The children focussed on discussing this and not writing. The book cover was then revealed to the children so they could gather more 'clues' about what the book might be about. It was useful to show them how to infer using pictures as well as words.



One of the first activities based on inference was reading a page of the book together when the magic show starts to begin. We thought about using the clues on the page to think about how the audience might have felt during this moment. This activity was differentiated. Initially, we all showed a face that we thought the audience would be displaying. Then we generated feeling adjectives and started to up level some of these adjectives. If children were struggling, we used the emojis to help us think of basic emotions the audience might have felt.

Your challenge today is to INFER what the audience's faces might look like when they are watching Abdul Kazam. You are going to draw the audience. Think about:

- Are they all going to look the same?
- Which part of the picture is making them feel like that?

### BONUS CHALLENGE

Write at a sentence or two under each audience member explaining why they are showing that emotion.



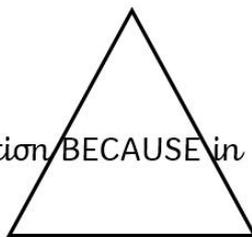
The children then drew the expressions. Children who were feeling confident then wrote why they thought this using the key things they had identified from the page of the book we were focusing on.

We expanded on this in week three (bottom image) by including a rainbow grammar element. Children were asked to write how they thought Leon was feeling from what we had read together and how he looked in the illustration. We then spoke about how to use the conjunction because in our answer and how this meant providing evidence for ideas. This lesson involved lots of discussion to generate ideas and to become familiar with how to structure our answers.



Thinking about what we have read, how do you think Leon was feeling?

Use the conjunction **BECAUSE** in your sentence.



Tell your partner.

# Prediction



We used this emoji to represent prediction. When the children were first introduced to the 'p' this was a good talking point to help us think about what it actually meant to predict.

 Page six starts with the word BANG! We are going to PREDICT what might happen next in the story.

 Have you experienced this before? What happened if you have been to something similar?

 What feelings might the characters experience next? Will they think differently from how they thought at the start?

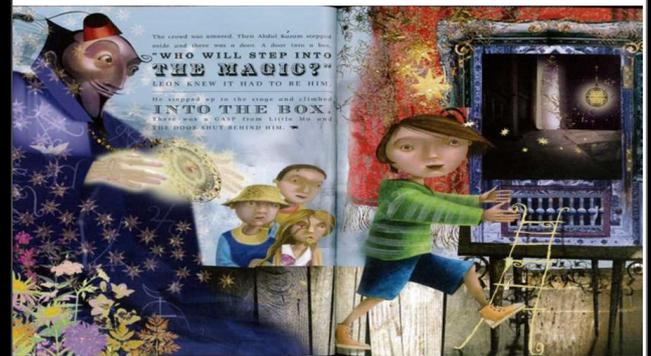
 What parts of the text are helping you make your prediction?

We thought about what had happened on the page we just read and then the children were given the first word from the next page.

There was lots of discussion around the word bang and what this could be mean. The questions on the board prompted children to make real world connections. We thought about how to justify our predictions using what we just read.

In the following lesson, children predicted what they thought might be in the box that Leon is entering during the magic show. Children used prediction skills we practised the previous lesson, like making world connections, to make a prediction of what might be in the box.

Lets read this page together...



Its now your turn...

In your books predict what will happen next to Leon.

Will he get home?  
How?  
If not, what will happen to him?

Use the sentence starter... and because.

 I predict... 



EXTENSION:  
Predict what will happen to the rabbit.



In the next session, we progressed to how to structure a prediction answer. Similarly, to the inference questions, we used the conjunction because and linked this lesson to Rainbow Grammar.

Questions on the board were provided as a prompt for the children to think about what might happen next.

# Explain

We are going to create a thought shower on the board. Thinking about reasons why...



To introduce explain we showed the children this speech bubble. We spoke about how explaining is thinking through what things mean and why they have been used.

We discussed the phrase everyone held their breath because it linked to recent English lessons about the effectiveness of show not tell language. This allowed all children to see how this can be used effectively.

We built on this in the next lesson. This lesson was challenging and was mainly made up of discussion.

This helped to highlight that explanation questions were something we needed to focus on in sessions after this.

EXPLAIN...

What does the boy mean when he says the place between is "Between there and back again. This is the place where magic sends you"?

Start with I think... and use the word because.

Let's discuss as a class first.

How do you think the boys were feeling when they had to say goodbye?

With your buddy, one of you will be the boy and one of you Leon. Think which expression to show on your face.

Let's see some ideas...

The next session we simplified the explain session by thinking about how the boys would feel saying bye to each other. This question was also easier because children could make connections to the world and how they have felt when they've had to say goodbye to someone.

We started by discussing how we would feel and then showing an expression to show this. We then described each other's expressions which meant that children were being exposed to a range of vocabulary related to feelings.

We then used what we had discussed to think about how we would structure a written answer to this question.

# Retrieve



We used this image to represent retrieval. We started the first retrieval session thinking about what it means to retrieve something. Similarly, to the other sessions, children used the image to help them think of ideas and contribute even if they were unsure.

You have five minutes to answer the retrieval questions. You have five minutes to see how many you can answer. Start at extra mild and the hardest question is EXTRA HOT.

Write the example of onomatopoeia in the passage.

Find a copy a word of phrase which means something happened quickly.

Who stepped out of nowhere?

Which two things fluttered in the lantern light?

What question did Leon ask the boy?



The retrieval sessions were fast paced. The sessions weren't always the same layout. The 'Nandos scale session' helped children to pitch their learning themselves. To extend learning, we asked children to think of their own retrieval question.

## SPEEDY RETRIEVE

Read page eight

1. What did the barrel organ do?
2. Who bowed before the curtains closed?
3. How did Leon move forward?
4. How did the curtains open?

## BONUS QUESTION

What do we learn about Leon from this page?

Make your hands into a picture frame and holding it over the book. What can you see in your picture frame? Make a list of things you can see on your whiteboard.



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We also used the picture frame technique to help the children unpick key things in illustrations that could then help them answer the retrieval questions. This was also useful to help check children understood what was happening in the story. We also found this was exciting for them as they could focus in and spot things they might not have seen previously.

# Summarise



We used this symbol to show how summarising doesn't mean remembering everything but reflecting on key points.

Friday- Sequence/ summarise



Put these events in order...

Three jugglers appear.

Lights go out and everything goes quiet.

The barrel organ is playing and the mechanical toys appear.

They arrive at the magic show

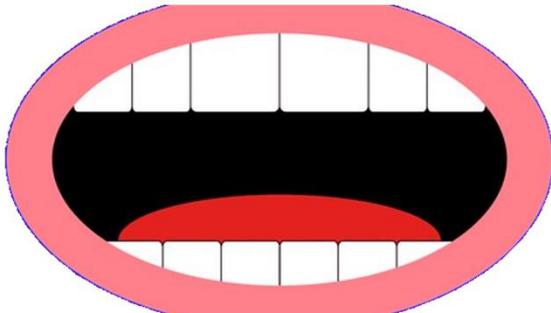
Leon says "now it is going to happen."

If you are finished then see if you can remember any of the illustrations and draw them next to the sentence.

We also finished the summarise session by playing Babble Gabble. Children have sixty seconds to recall the key things that have happened in the story so far. This is a useful way to assess who has remembered the key points.

To finish...

BABBLE GABBLE



You have sixty seconds to practice retelling the story so far. We will then hear some children try to do this.

The bottom image shows a lesson focusing on summarising. This lesson we discussed all the key points from the story so far and then thought about how we could summarise this in a headline. There was lots of discussion and talk around what was the key thing that are headlines should focus on.

The newspapers have heard about Leon's crazy time in the Place Between. What headline could we use to sum up Leon's time there? Let's look at example headlines.



