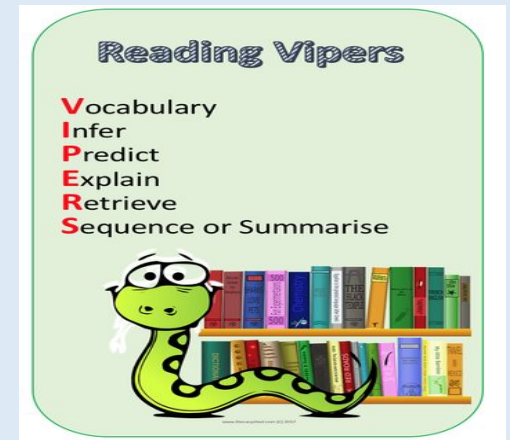




Reading



What is reading?

Reading is a process involving word recognition, comprehension and fluency (reading with speed, accuracy and expression).

- Decoding: reading a word
- Comprehension: understanding

Why is reading important?

Reading is fundamental to functioning in today's society. There are many adults who cannot read well enough to understand the instructions on a medicine bottle.

Reading is a vital skill in finding a good job. Many well-paying jobs require reading as a part of job performance.

Reading is important because it develops the mind and develops language skills.

Reading develops the imagination which goes hand in hand with writing.

Studies show that reading for pleasure makes a big difference to children's educational performance.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



VIPERS will help the pupils get ready for the end of KS1 and KS2. Preparing them for answering questions in the style of their SATS.



A set of familiar **words** within a person's language. Usually develops with age and is a useful and fundamental tool for communication and acquiring knowledge. **Petrified, mumbled**



Reading between the lines or just looking carefully at the facts and coming to conclusions. **She picked up her umbrella and stormed out of the door.**



Use information from a text (including titles, headings, pictures) and their own personal experiences to anticipate what they are about to read (**what happens next**). **I predict Tom will not win the race as he has hurt his leg and that will slow him down.**



To describe, clarify or give information ; to **justify** your opinions. **Wearing a scarf suggests it is cold weather. I know this because I wear a scarf when it is cold.**



To go back to the text and **pick** information out of the text that they have just read. **What colour was Tom's coat? What word described the sound of the water?**



Sequence – put events in the **order** that they happened. (First, then, next, finally). **First Jack sold the cow, then the man gave his magic beans, afterwards he gave the beans to his mum.**

Summarise - give a brief statement of the **main** points and/or key events. **This book was about a lonely boy who wishes he had siblings but when his wish comes true, he realises that having a large family has its problems too.**

VIPERS SONG

V - is for vocabulary - that's the **words** we use

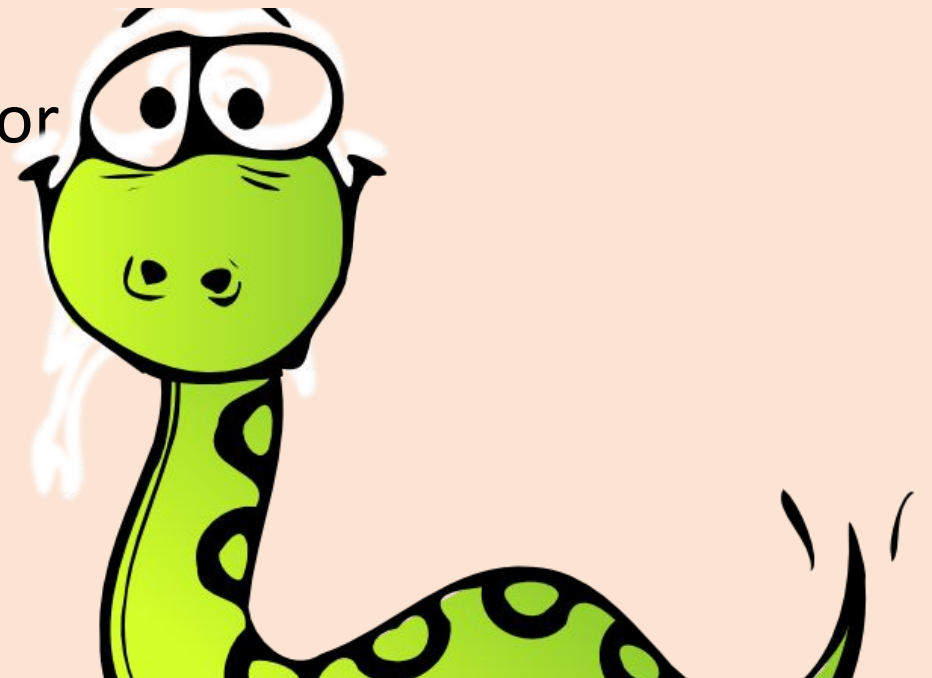
I - is for inference - that's thinking using **clues**

P - is for predict - what **happens** next?

E - is for explain - using our text **(because)**

R - is for retrieve - you **find** what you're looking for

S - is for summarise - that's just the **main** events









How to use VIPERS:

Applying VIPERS to an image

- It is easy to rehearse these comprehension skills using images.

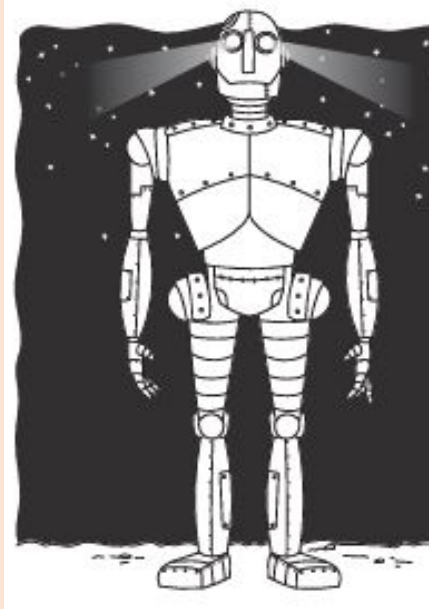


VIPERS questions:

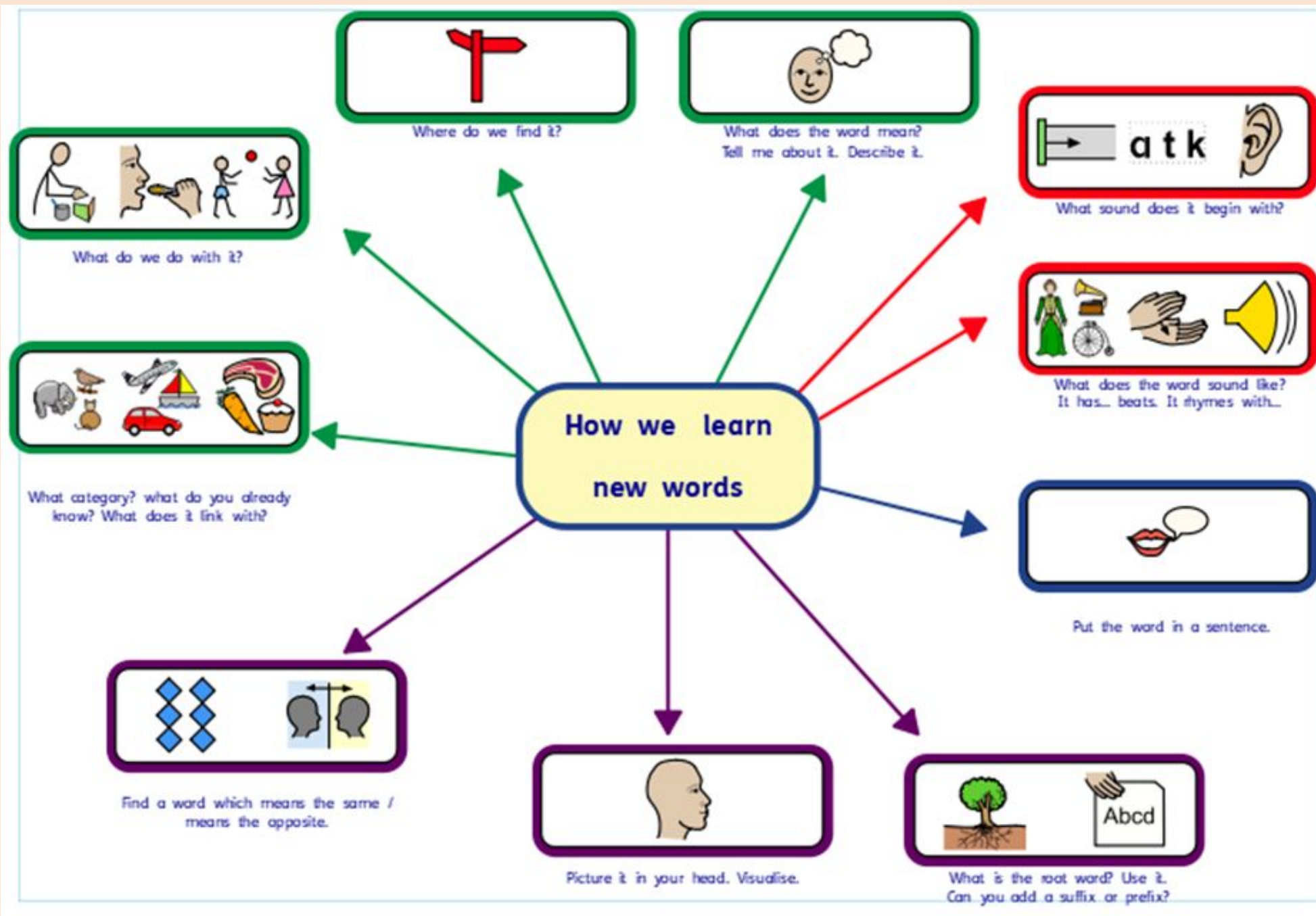
-  Can you think of synonyms for the word ship.
-  How do the men on the ship feel?
-  Where do you think the men are going?
-  Can you say how the two boats are similar? Why is this?
-  Approximately how many men are on each ship?
-  Summarise what you can see on the ships.

The Iron Man, by Ted Hughes

This text is taken from the beginning of a book about a giant iron man who has appeared at the top of a cliff. The author, Ted Hughes, also wrote poetry, and you will notice that this text has a lot of interesting words and some short lines, just like poems often have.



National Curriculum Objective: Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read.



Brink
Snag
Unmoving
Glided

The Iron Man, by Ted Hughes

This text is taken from the beginning of a book about a giant iron man who has appeared at the top of a cliff. The author, Ted Hughes, also wrote poetry, and you will notice that this text has a lot of interesting words and some short lines, just like poems often have.

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted – up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on the rocky beach far below.

A few rocks tumbled with him.

Then

Silence.

Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

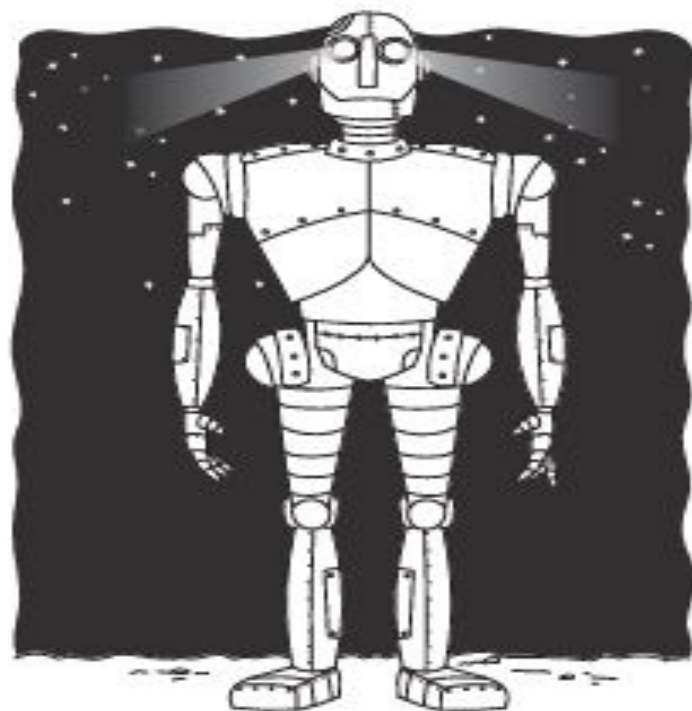
While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff-top and the sea went on boiling and booming.

Nobody knew the Iron Man had fallen.

Night passed.

Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, the two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

One of the seagulls flew up – Aaaaaark! He had seen something. He glided low over the sharp rocks.



- 1 The author writes that the Iron Man is *taller than a house* and his head is *as big as a bedroom*. Why do you think he has chosen these comparisons?



1 mark

- 2 Look at the sentences below. Underline **two** words that suggest the Iron Man is about to fall off the cliff.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.



2 marks

- 3 *Down the cliff the Iron Man came toppling, head over heels.*
What does this sentence suggest about the way the Iron Man was moving down the cliff? Tick **one**.

He was falling.

☐

He was climbing.

☐

He was gliding.

☐

He was leaping.

☐

- 4 *All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on the rocky beach far below.*

What impact does this sentence have on the reader? Explain your answer using evidence from the text.



2 marks

Reading expectations

- Reading Records/ Stage book
- Library (school and local)
- Myon – ensure that your child is logging on and reading for at least 20 minutes a day. Fantastic resource which allocates books based on child's interest. Each child will be tested and given a ZPD score.
- Children are expected to read every day to an adult/ themselves.
- Support your child at home

Date	Book and page number	Comments
04.10.21	Bill's New Frock by Anne Frank Pg 2-6	I enjoyed reading this book about a boy who wakes up as a girl. 8/10
05.10.21	Bill's New Frock by Anne Frank Pg 6-12	Scowled - to frown angrily. My sister scowled at me. 8/10
06.10.21	Matilda by Roald Dahl	I do not like the Headteacher. Miss Trunchbull because she is horrible to children. 9/10
07.10.21	Matilda by Roald Dahl	It made me laugh when Matilda put super glue on her Dad's hat. 9/10
08.10.21	Matilda by Roald Dahl	Breeches - trousers. She wore short green breeches. 9/10

Tricky words, or words to practise

scowled

breeches

Myon

Browse Books By Category



5,756 books



About Me

1,445 books



Animals

1,018 books



Genres

3,000 books



Hobbies & How To

286 books



Literacy Skills

235 books



Maths Fun

247 books



Science

1,805 books



Social Studies

1,620 books

Any questions?