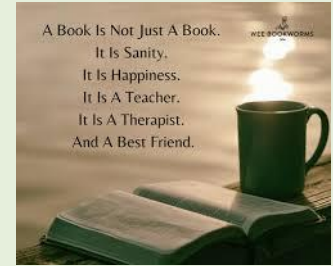
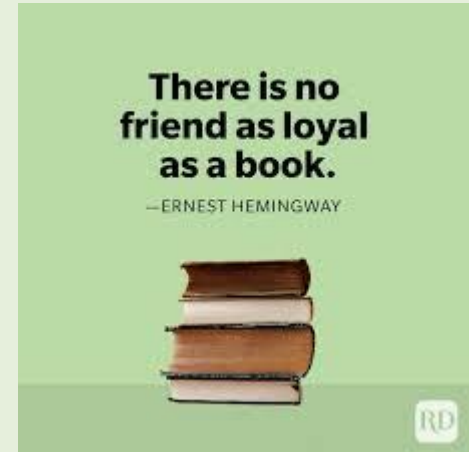
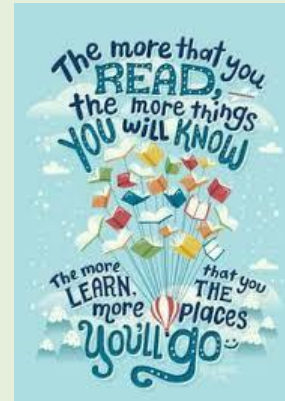
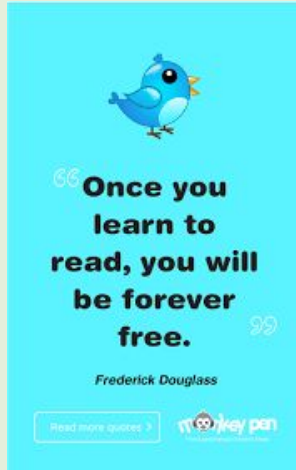


# Croeso / Welcome



## Reading Workshop Year 3-6

26/11/2025





## Llanfair Primary School Vision for Language Literacy and Communication

Our vision is to empower every student with the essential skills of language literacy and effective communication, **fostering a lifelong love of reading**, writing, listening, and speaking. We aim to create an inclusive learning environment where all students can confidently express their ideas, engage in meaningful dialogue, and understand the power of language in shaping thoughts and perspectives. Through innovative instruction, collaborative learning, and the integration of diverse linguistic and cultural experiences, we will cultivate critical thinkers and passionate communicators who are prepared to thrive in an ever-changing world. During their time at Llanfair learners will be provided opportunities to develop their English literacy skills along with Welsh language acquisition. They will also experience instruction of an International foreign language. By embracing literacy as a foundational tool for academic success and personal growth, we strive to inspire students to become confident, compassionate, and socially responsible individuals who communicate with clarity, creativity, and purpose.

## Early Reading

Children at Llanfair Primary are supported in their early reading through the teaching of phonics. We teach the children phonics through Jolly Phonics.

- *Foundation Phase teachers will be discussing this stage further in their workshop. Feel free to stay if this stage of learning to read is of interest to you.*



# Year 3-6 Reading Vipers

# Improving key reading skills



In Year 3-6 we teach comprehension and higher order reading skills through VIPERS. But what are VIPERS?

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise



The six domains concentrate on the comprehension side of reading rather than the mechanical skills such as decoding, fluency, and prosody.

Therefore, VIPERS is not a reading scheme; it is a framework designed to ensure children encounter and become familiar with a variety of question types.

This approach enables teachers to monitor the kinds of questions posed and the students' responses, allowing for more targeted questioning in future lessons.



# Reading Vipers

# Vocabulary

## Find and explain the meaning of words in context

## Example questions

- 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.....





# 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?





# Reading Vipers

## Predict

Predict what might happen from the details given and implied.

### Example questions

- 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.



# Reading Vipers

## Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- 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?
- The mood of the character changes throughout the text.  
Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- 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?



# Reading Vipers

## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- 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?



# Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- 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?



## Reading in Year 3-6

We suggest each week that your child reads to an adult at home, this is especially important as your child gets older.

Reading files are provided weekly from school to support facilitation of this habit.

Research demonstrates that reading to your child frequently, especially if done from a young age, can have an enormous impact. It can mean the difference of 12 months + in reading age (Kalb .2013).

This supports reading elements such as vocabulary acquisition, reading fluency and a positive experience with books.

## Reading in Year 3-6

Reading at home doesn't always have to involve them reading and you listening. Every child is different and what works for one will not work for another! As long as the discussion or activity you complete links to reading, we are happy for you to adapt and manage the time to suit you and your child.



## Reading in Year 3-6

Here are some suggested ways to spend time focusing on reading at home:

- Listen to them read for the majority of the time

When you do this, ensure you can see the text and check they are 100% accurate with their observation of the punctuation, are not missing or adding words and are producing the right tone to support the meaning of the text.

- Read to them

Hearing quality writing read perfectly, with good tone and intonation, really helps the child to 'hear' the effect the author is trying to present within the writing. It also allows your child to connect unfamiliar vocabulary with its printed form. For this to work well, it is vital that your child can see and is reading the text with you as you read aloud.



## Reading in Year 3-6

Here are some suggested ways to spend time focusing on reading at home:

- Author study

Find another book by the same author and read the first paragraph or page. What makes the content similar or different to the book your child is reading? Are there any grammatical features which are common in both books?

- Compare themes

Do any of the themes in the book remind you or your child of other books they have read? Can you find examples in the other book to support your ideas?

- Change the vocabulary

Choose a section in the text and discuss which words could be swapped to change the effect of the meaning the author is trying to create. Brainstorm synonyms and antonyms or try playing 'word association' to help your child develop a wider vocabulary.

## Reading in Year 3-6

Here are some suggested ways to spend time focusing on reading at home:

- Look at the grammar

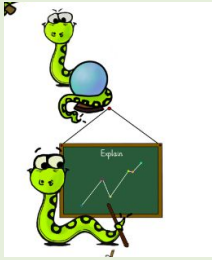
Every sentence has been written for a reason. Discuss why the author has used a simple sentence or a complex sentence or why they have repeated the same word several times. Everything has been done for a reason, why? How would changing it make it better or worse?

- Picture books

Picture books are amazing! They contain very little text so every word really matters. Can your child tell the story just from the pictures? Could they explain the moral or the message in the story if they haven't seen the pictures? Do the picture support or contradict the text? Why?

- Magazines, newspapers, internet, dictionaries and instructions

Reading doesn't always have to be from a fictional book! Share a favourite magazine or webpage and discuss what you've both read. The conversation and the inference is just as important as the reading.



At Llanfair Primary, we aim to inspire children to develop a lifelong love of reading. We believe that fostering this passion involves introducing them to a diverse range of texts and authors. We understand that it can sometimes be challenging for parents to find suitable and varied books to share with their children. To help, we've provided some recommended reading lists below:

Below is a link to a great up to date suggested reading list for Years 3-6 aged pupils:

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>