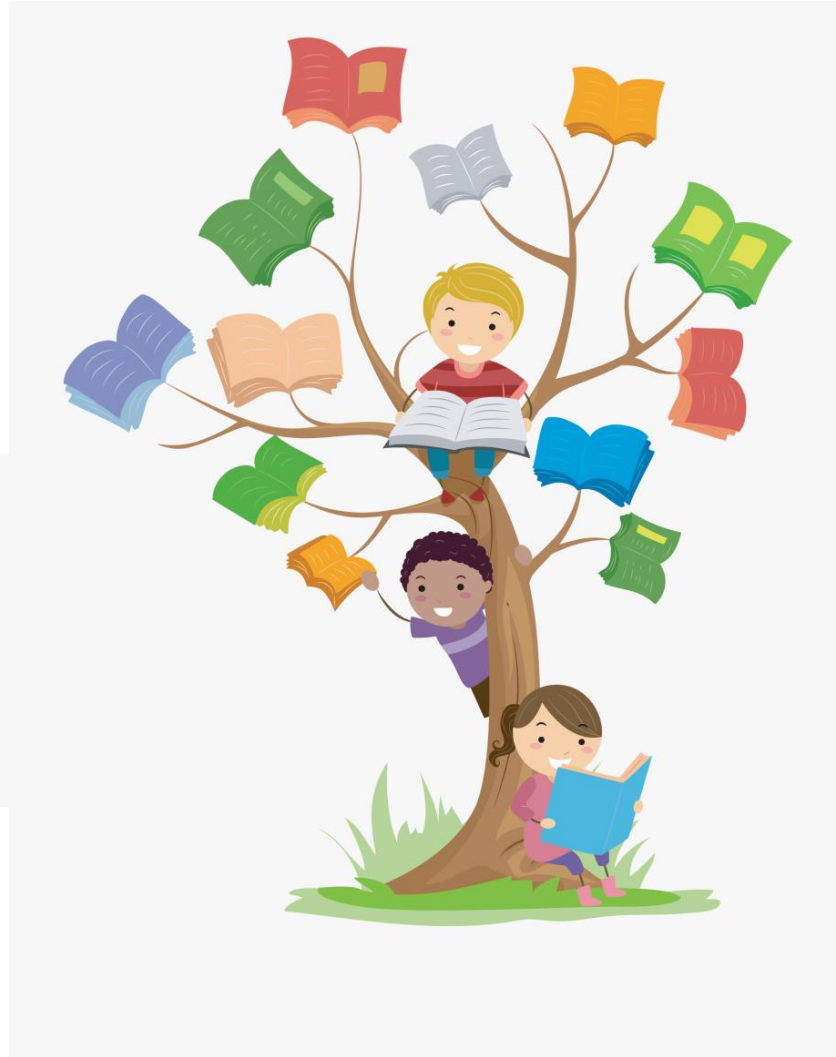


# Year 5 Reading Session



Can you remember what VIPERS stands for?

# KS2 Reading Vipers

Improving key  
reading skills



# Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise



# KS2 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.....



# 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?



# KS2 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.



# KS2 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?





# KS2 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?



# KS2 Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

Example questions

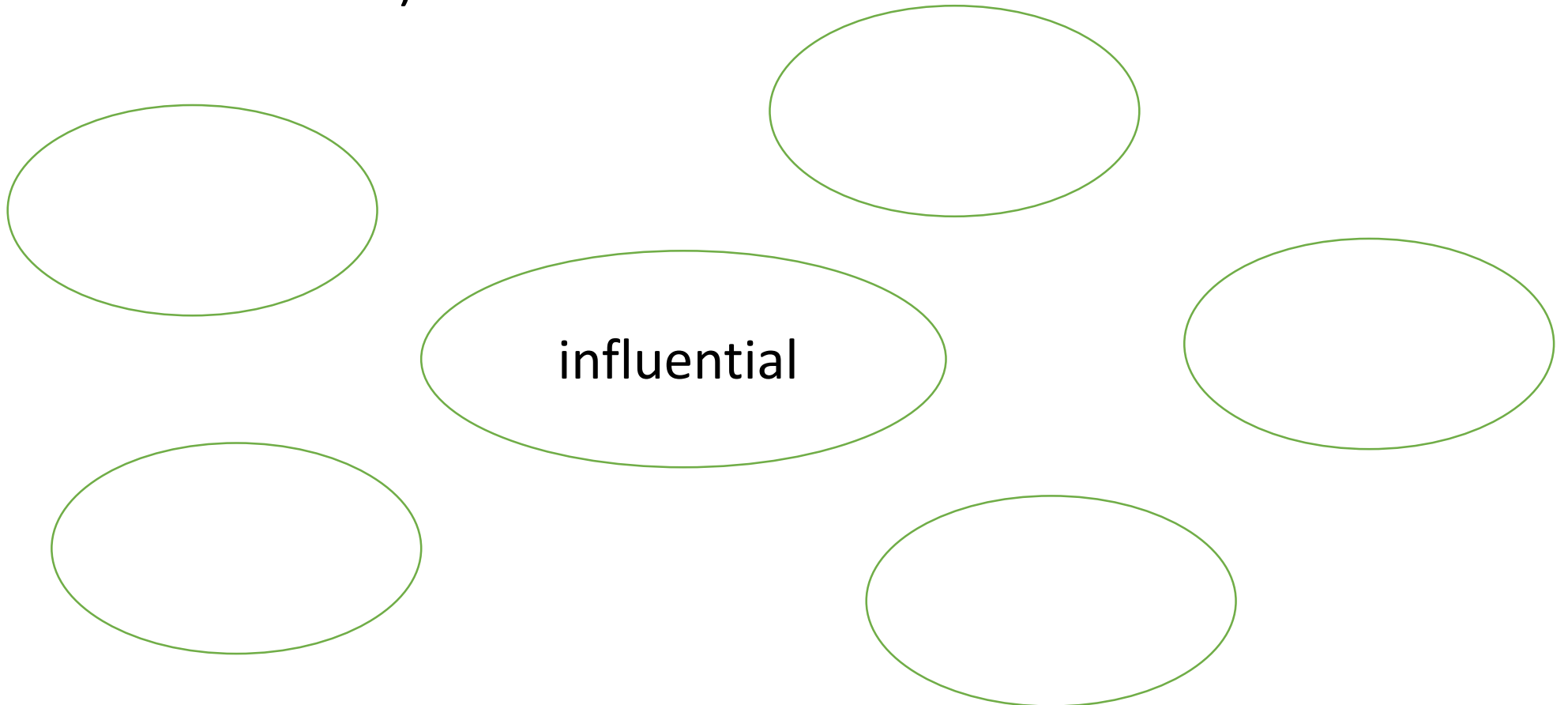
- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# Vocabulary

What does the word *influential* mean?

Make a word web of synonyms in your book. (write the word BEFORE you draw a circle around it!)

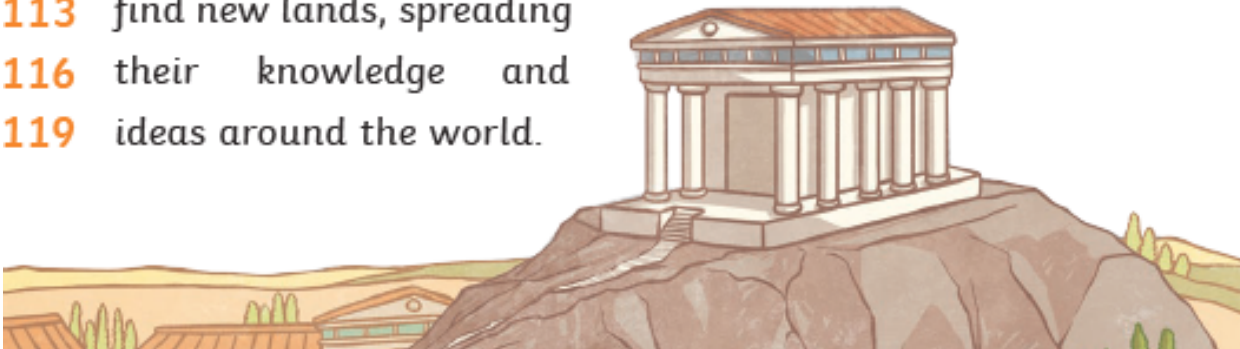


# Who Were the Ancient Greeks?

**11** Greece was one of the most important places in the ancient  
**20** world – there is evidence of settlers from around 40,000BC,  
**28** but the influential period was around 2,500BC onwards.  
**36** These ancient Greeks were fantastic thinkers, writers, actors,  
**42** artists, athletes, warriors, architects and politicians.

**51** The Greeks called themselves 'Hellenes' and their land was  
**62** 'Hellas'. The name 'Greeks' was given to the people of Greece  
**72** later by the Romans. They lived in mainland Greece (which  
**80** was split into city-states including: Athens, Sparta, Corinth  
**90** and Olympia) and the Greek islands, but also in colonies  
**97** scattered around the Mediterranean Sea, including: Italy,  
**104** Sicily, Turkey, North Africa, and even France.

**109** They sailed the sea to trade and  
**113** find new lands, spreading  
**116** their knowledge and  
**119** ideas around the world.



R – What was the real name of Ancient Greece?

V – Which word tells us the Ancient Greeks were spread out?

R- Name four things the ancient Greeks were talented in?

I – How are the Ancient Greeks influential?

# Answers

1. What was the true name of Ancient Greece?

**Hellas**

2. Which word tells us that the Ancient Greeks were spread out?

**Accept 'scattered'**

3. Name four things the Ancient Greeks were talented in.

**Accept any of the following: thinkers, writers, actors, artists, athletes, warriors, architects and politicians**

4. How were the Ancient Greeks influential?

**Accept a reasonable explanation that focuses on the fact that they travelled, spreading their knowledge and ideas around the world.**

# Just for fun – Greek alphabet

The Greek Alphabet

					
A	B	G	D	E	Z
					
EE	TH	I	K	L	M
					
N	KS	O	P	R	S
					
T	U	PH	CH	PS	OH

Can you write your full name using the Greek alphabet?

(If a letter is not there, make one up or use a different one!)

Can you create a secret code for someone else to try and solve? 😊