

Children leave KPS able to name a range of books and authors that they have enjoyed reading. They have an ingrained love of reading and feel confident in choosing books that suit their interests. Children are confident when discussing the content and themes of a text and are able to draw on different reading 'skills' such as inference or summarising in order to articulately express meaningful thoughts on a text.

This programme of study does not convey the entirety of the reading experiences children will have at KPS in whole class comprehension lessons. It provides an underlying structure to the teaching sequences over the course of the year and the question stems and skills specified are those which the children need to be secure in on leaving the year group. Further ideas for activities and questions can be found on the first page of the VIPERS comprehension planning document.

Autumn 1	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	<ul style="list-style-type: none"> I know that a text is a piece of writing and can be a story or non-fiction. I know that fiction is a story and that non-fiction is factual writing. I know some traditional tales and fairy stories and can talk about what happens in them. I know how to join in with key parts of stories using phrases and actions. I know that a fact is a piece of true information. I know what a label is and how it can help me. I know what a 	<p>Sequence Mapping out the story Stepping out the story</p> <p>Retrieve Paired discussions Circling/highlighting correct bit of information</p>	<ul style="list-style-type: none"> What was the first thing that happened in the story? What happened after....? Who did....? When did....? What kind of text is this? Where can I find information about...? Which bit tells me that/about...? 	<p>Fiction – Traditional tales</p> <p>Non-fiction- Animal fact files</p> <p>Terminology: Text Fiction Non-fiction Fact Fiction Information Label caption</p>

	caption is and understand its purpose.			
2	<ul style="list-style-type: none"> I know that sequencing means to put events in the order that they happened. I know how to answer who/what/where/when questions about a story that show my understanding. I know how to join in with familiar phrases from the story. I know what a poem is and how it is different to a story or fact-file. I know how to talk about words and why they are important. I know some lines of a poem from memory and can recite them clearly. 	<p>Sequence Mapping out the story Stepping out the story</p> <p>Retrieve Paired discussions/quizzes Matching picture with description of what's happening (orally as class) Sorting statements about text into true/false (as class)</p> <p>Vocabulary Matching words to definitions Reciting poetry in groups/as class.</p>	<ul style="list-style-type: none"> What happened first? What happened after? What happened last? <ul style="list-style-type: none"> Who did? Where did? When did? Why did happen? How did? <ul style="list-style-type: none"> What does this word/phrase tell you about...? 	<p>Fiction- Giraffes Can't Dance</p> <p>Poetry- Firework poems</p> <p>Terminology:</p> <p>Text (recap) Sequence Order Events Poem Poetry</p>
Spring 3	<ul style="list-style-type: none"> I know that some words can have the same meaning as other words. 	<p>Vocabulary Matching words with similar meanings Matching words to pictures that show their meaning</p>	<ul style="list-style-type: none"> Which of these words means....? Find the word that tells us.... 	<p>Fiction- traditional tales</p> <p>Picture book- Lost and Found, Stick</p>

	<ul style="list-style-type: none"> I know how to explain my preferences about a text. I know that predicting means to say something that might happen based on my understanding of what has already happened. I know how to make sensible predictions using my knowledge of the story. 	<p>Explain True or false statements about characters or the text itself- orally as class (children could move to different areas of the room for true/false/maybe etc)</p> <p>Sequence/ Predict Which picture shows what will happen next? Act out what you think will happen next. Finish the story in your own way (paired/class discussions/storyboard)</p>	<ul style="list-style-type: none"> Who is your favourite character? Why? Do you like this text? Why? <ul style="list-style-type: none"> What do you think this book will be about from looking at the front cover? What do you think will happen next? Why? 	<p>Man</p> <p>Terminology:</p> <p>Text (recap)</p> <p>Similar</p> <p>Different</p> <p>Predict</p> <p>True</p> <p>False</p>
4	<ul style="list-style-type: none"> I know how to locate relevant information in a non-fiction text. I know what a title is and why it is important. I know what a glossary is and how it can help me learn new words. I know how to talk about the layout and presentation of a text and explain why it is set out in a certain way. 	<p>Retrieve Highlighting relevant information/facts Sorting facts into true/false</p> <p>Learning to use layout and structure of non-fiction texts to access relevant information</p> <p>Vocabulary Making a picture glossary of new words Highlighting tricky words in text as class</p> <p>Explain As class- explore the layout of non-fiction texts and how they can help Locate certain information and discuss how it is presented.</p>	<ul style="list-style-type: none"> Where can I find information about? <ul style="list-style-type: none"> Which word tells us that....? Which word means something that....? <ul style="list-style-type: none"> What kind of text is this? What have you learned from this text? How do the pictures/layout help us learn? 	<p>Non-fiction</p> <p>Terminology:</p> <p>Information</p> <p>Glossary</p> <p>Layout</p> <p>Title</p> <p>Heading</p> <p>Text (recap)</p>
Summer 5	<ul style="list-style-type: none"> I know how to sequence the stages of a story by numbering them. I know how to use my understanding of a story to make sensible predictions 	<p>Sequence/predict Numbering pictures/steps in a story to show order (initially as a class) Acting out stages of story Predicting next steps of story (choose which picture could come next?)</p>	<ul style="list-style-type: none"> What do you think will happen next? Why? Are there any clues about what will happen next? Can you put these stages of the story in order from first to last? 	<p>Fiction- picture book</p> <p>Simp</p> <p>Short stories</p> <p>Fairy tales- Into the Forest by Anthony</p>

	<p>about what may happen next.</p> <ul style="list-style-type: none"> I know how to put myself in the position of a character and imagine what actions they may take. I know how to make simple inferences about characters based on what they say and do. I know how to explain my thoughts about a character and events in a text. 	<p>Choose from these options which thing you think will happen next, then act it out etc)</p>		<p>Brown</p> <p>Terminology:</p> <p>Sequence (recap)</p> <p>Inference</p> <p>Infer</p> <p>Predict</p> <p>Explain</p>
6	<ul style="list-style-type: none"> I know that some poems can rhyme. I can appreciate the effect that rhyme has on a poem. I know how to recognise words that rhyme in a poem. I can recite rhyming lines of poems from memory. I know what a glossary is and how it can help me. I know how to retrieve important words from a text accurately. 	<p>Vocabulary</p> <p>Making picture glossary</p> <p>Making glossary by matching words to definitions</p> <p>Writing own definitions to words (initially as class)</p> <p>Matching rhyming words</p>	<ul style="list-style-type: none"> Find the word that means.... Find the word that has the same/a similar meaning to.... Find the word that rhymes with... 	<p>Poetry</p> <p>Terminology:</p> <p>Rhyme</p> <p>rhythm</p> <p>Glossary (recap)</p>
		<p>Retrieve</p> <p>Identifying powerful language and discussing its meaning</p> <p>Highlighting powerful words in text</p>	<ul style="list-style-type: none"> Find the word that describes.... Find the word that means.... Which word is the most important in this line? Why? 	