*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 |
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| | • I know several traditional tales and can re-tell some in my own words.<br>• I know how to discuss the sequence of events in a story, using language that determines chronology e.g. 'first' 'before' 'after' 'while'.<br>• I know how to make predictions based on what has happened so far.<br>• I know how to use retrieval to answer questions relating to cause and effect. | **Sequence**<br>Mapping out the story<br>Stepping out/acting out the story<br>Ordering pictures/cards showing stages of story<br><br>**Predict**<br>Acting out what they think will happen next.<br>Drawing/writing empty boxes in storyboard depicting what might happen next<br>Choosing from options the most likely event to happen next.<br><br>**Retrieve**<br>Understand basic ideas of cause and effect e.g. 'This happened because…'<br><br>Matching cause to effect cards/pictures<br><br>Finding the answer to a question (treasure hunt?) | • Can you number these events 1-5 in the order that they happened?<br>• Which of these events happened first in the story? Which happened last?<br><br>• What do you think will happen next? What makes you think this?<br>• What do you think the last paragraph suggests will happen next?<br><br>• 'How' questions e.g. 'How did …. Happen?'<br>• Why questions e.g. 'Why do you think the character decided to …' | Fiction<br><br>Traditional tales<br>Short stories<br><br>Vlad and the Great Fire<br>Paddington<br>Rapunzel by Bethan Woollvin<br><br>Non fiction- Samuel Pepys<br><br>Terminology:<br>Text<br>Sequence<br>Order<br>Fiction<br>Story<br>Predict<br>Cause/effect |

| Autumn 2 | • I know how to link the meanings of new words to other words that I already know.<br>• I know that a dictionary can help me to find out what new words mean.<br>• I know how to locate relevant words and information in a text.<br>• I know that information texts are set out in a way that can help me find relevant information easily.<br>• I know how to explain my understanding of a text and how I came to find certain information. | **Vocabulary**<br>Looking up new words in dictionary (as class/with support)<br>Matching words to definitions<br>Making a glossary using pictures/definitions | • Find and copy a word that means…<br>• Which word means the same as…?<br>• What does the word…. mean in this sentence? | Non-fiction- fact files/information texts<br><br>Information text about the Titanic<br><br>Poetry<br>Toad by the Road<br><br>Terminology:<br>Dictionary<br>Vocabulary<br>Information<br>Non-fiction |
| | | **Retrieve**<br>Highlighting relevant words in text<br>Cloze procedures (fill in the missing word) | • Find and copy a word that means… (reinforce vocabulary work) | |
| | | **Explain**<br>True or false questions as class<br>Discussing/highlighting presentational/structural features of text as class | • How do you know that …..?<br>• Where can you find information about….?<br>• What does the title tell us? | |
| Spring 3 | • I know how to make predictions about what characters will do next based on my understanding of them and the events of the text.<br>• I know that a text can be summarised in single sentences or 'steps' that show each important stage.<br>• I know how to show the sequence of events in a text by numbering them. | **Sequence/predict**<br>Acting/stepping out the story<br>Storyboard/story map<br>Ordering pictures<br>Act out what you think will happen next<br>Finish the story in your own way | • Number the events of the story 1-5 to show the order that they happened.<br>• One of the events is in the wrong place in the story. Move it to the right place.<br>• What is happening? What do you think happened before? What do you think will happen after? | **Fiction- picture book/ Short stories**<br>**The Owl Who Was Afraid of the Dark**<br>**Rainbow Fish**<br>**The Flower by John Light**<br>Terminology:<br>Summary/summarise<br>order |
| | | **Infer**<br>Hot seating- orally as class<br>Role on the wall<br>Simple thought bubble- children stick words describing character's thoughts that could apply to them from a selection. | • Why was……. feeling……..?<br>• Why did ………… happen?<br>• Why did ………. say ……….? | |

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| | • I know how to put myself in a character's position and imagine their feelings.<br>• I know how to explain my preferences about a story using language such as 'I like… because…' or 'I would change …. so that….' | **Explain**<br>Explain preferences about text as a class<br>True or false questions about characters | • Which character is your favourite? Why?<br>• Is there anything you would change about the story? Why? | |
| 4 | • I know that a poem can be made up of lines and verses.<br>• I know that some poems rhyme and can identify rhyming words.<br>• I know how to recite some poems from memory.<br>• I know how to talk about the language in a poem and how it can shape the poem's meaning.<br>• I know what an adjective is and can comment on the descriptive language in a poem. | **Retrieve**<br>Learning whole poems by heart and reciting as a class | • What kind of text is this?<br>• Which line is your favourite?<br>• Which words rhyme in this verse? | Poetry<br><br>Terminology:<br>Line, verse, stanza, rhyme, rhyming, adjective |
| | | **Vocabulary**<br>Highlighting powerful words<br>'Collecting' meanings of powerful words<br>Matching words or phrases to images and definitions<br>Posters about powerful words | • Which word in this section do you think is the most important? Why?<br>• Can you think of any other words the author could have used to describe this?<br>• Why do you think ………. is repeated in this section? | |
| Summer 5 | • I know that longer stories can be divided into chapters to help the reader to enjoy it over time.<br>• I know how to link the information in a chapter title to what happens in the chapter. | **Sequence**<br>Matching chapter headings with summaries of the events (orally as class initially).<br><br>Ordering events of a chapter by stepping or acting out, then storyboarding. | • In what order do these chapter headings come in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story?<br>• Number the events from chapter… from 1-5 to show the order that they happen. | Fiction- longer story in chapters<br>Flat Stanley<br><br>Picture book<br>Ada Twist Scientist<br><br>Terminology:<br>Chapter<br>Infer |

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| | • I know how to infer character's feelings from what they say and do.<br>• I know how to infer emotions from facial expressions, or descriptions of them.<br>• I know how to use descriptive details to infer where a story or event is taking place.<br>• I know how to explain my thoughts about a character using examples of things they have done in the story. | **Infer**<br>Role play different emotions- children infer how people are feeling based on what they say and do.<br><br>Inferring a character's feelings from a picture- use facial expressions, appearance etc. Move to descriptions of expressions for those who are ready.<br><br>Inferring where a character is based on setting description. | • How can you tell that…. is feeling…?<br>• How can you tell that ….. has just done ….?<br>• Where is the main character right now? How can you tell? | Feelings<br>Emotions<br>Expressions |
| | | **Explain**<br>Evidence table- matching statements about character's feelings to quotations- initially as class but then independently/in pairs. | • Do you agree that …. Is …..? Explain why. | |
| 6 | • I know that a dictionary is arranged in alphabetical order and can begin to locate where words might be using my knowledge of the alphabet.<br>• I know how to scan a text for key words or phrases.<br>• I know what questions I might ask about a text after reading it and can participate in a discussion about the content. | **Vocabulary**<br>Looking up new words in dictionary (as class/with support)<br>Matching words to definitions<br>Word collection table with columns for word, definition, drawing. | • What does this word or phrase tell you about?<br>• Find and copy a word that means…? | Non-fiction- information texts<br><br>Information text about Marie Curie<br>Information text about Antarctica<br>Information text about bees<br><br>Terminology:<br><br>Dictionary<br>Alphabetical order<br>Scanning |
| | | **Retrieve**<br>Listing key facts or information (as class initially)<br><br>Scanning text for key words or phrases.<br><br>Asking own retrieval questions about text e.g. 'When did ….happen?' | • Find and copy a word…<br>• Find and copy two words that…. | |