Children leave Kingsway 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.

From the 'Notes and guidance' section of the National Curriculum:
"The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge."

This programme of study does not convey the entirety of the reading experiences children will have at Kingsway 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
	• I know that non-fiction means writing that is factual, not fictional. • I know the difference between a group of words and a full sentence. • I know how to retrieve relevant groups of words from a text • I know the names of the main structural features of a text e.g. the title, the subheading. introduction, picture, caption. • I know what is meant by 'purpose' in relation to features of a text and can explain myself in phrases like 'The purpose of a caption is to tell me what the picture is about.'	**Vocabulary** Creating a glossary of key technical vocabulary that is relevant to the subject of the non-fiction Matching definitions to pictures	• Which word means that.....? • Tick the most accurate definition of….	• Non-fiction- link to changes in Britain from the Stone Age to the Iron Age- • Include fact files, non-chronological reports, and encyclopaedia-style pages. • **The Secrets of Stone Henge by Nick Manning.** • **Sensational Skara Brae (teacher made)** • **Man Meets Metal by Richard Platt**
		Retrieve • Highlighting key words and sentences in text. • Listing key facts.	• Find and copy a group of words that…. Find two details/facts about….	
		Explain • Annotating a non-fiction text to show structural devices. • Matching the purpose of a device to the name of it e.g. Heading- To show the reader what the text is about.	• What is the purpose of the picture/caption/sub-heading? • How does the title/picture/caption etc. help the reader to understand…?	Terminology: Non-fiction Factual/fictional Structure Organisation Title

				Subheading Picture Caption purpose

Autumn 2	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types

	• I know at least 2 traditional tales and can recall their characters and themes.
	• I know some common themes and conventions that feature in traditional tales (animal characters, deception/trickery, good vs evil, power)
	• I know at least one myth and can recall its main themes and characters.
	• I know how to locate a word in the dictionary and obtain a definition of its meaning.
	• I know what chronological order means and I can retell the main events of a story in this way.
	• I know how to locate and retrieve relevant information from a
		Vocabulary
		• Learn to use a dictionary to obtain the meaning of a new word.
		• Match words to their definitions
		
		Retrieve
		• Highlighting relevant pieces of text
		• Matching information to statements
		
		Sequence
		• Story map the events of a story
		• Stepping out a story
			• Match the word…… to its meaning
			• Find a word in the text that means
			
			• Find and copy a word that…
			• Using information in the text, tick one box to show whether …. is true or false.
			
			• Number the events of the text to show the correct order
			• In what order do ……. events happen in the story?
				• Traditional tales (including fables, and myths)
				• Modern classics
				
				• Sheep Pig by Dick King-Smith
				• The Giraffe and the Pelly and me by Roald Dahl
				• Aesop's Fables-The Lion and the Mouse, The Hare and the Tortoise
				• Myths- Theseus and the Minotaur
				        Hercules and the Nemean
				    Lion
				
				Terminology:
				
				traditional tale
				fairy tale
				fable
				myth
				mythical
				magical
				feature
				definition
				chronological order

	text.			
Spring 1	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	• I know that there are a wide range of stories and can retell some of these orally • I am familiar with established authors • I know key features of stories and can identify themes • I know how to explain the effect of an author's word choices e.g. 'He has used the word trickled to show how slowly the water ran down the window.' • I know what inference means and can give an example of a simple inference e.g. 'Your hair is wet. It must be raining outside.'	**Vocabulary** • Highlight key words which provide descriptive detail Match key words to an explanation of their effect e.g. 'Vast- This shows how enormous the place is.' **Explain** • Annotating different forms of poem to explain what impact their features make. • Locating different features in a poem (do as a quiz, treasure hunt) **Infer** • Inferring the feelings of a character e.g. what does the word 'shrugged' tell us about how the character is feeling? • Analysis of a picture/extract • Which thought bubble best shows how ….. is feeling?	• Which word tells us that…? • Which word shows us how….? • What does the word…. tell us about…? • What does the word …. Tell us/ show us…? • How does the author describe the….? How does the author show….? • How can you tell that….? How do you know that…?	Fiction by established authors- focus on characters. • The Lion, the Witch and the Wardrobe by C.S. Lewis • Diary of a fourth Grade Nothing by Judy Blume Terminology: Vocabulary Inference Suggest Evidence Show / tell us Sequencing Theme Traditional author

Spring 2	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	- I know that there are different types of poetry and can define kennings, haikus and shape poems. - I know how to explain the effect a poet's word choices e.g. 'He has used the word trickled to show how slowly the water ran down the window.' - I know how to justify an inference with a single piece of evidence from the text e.g. 'I think the boy is sad because it says he had tears in his eyes.' - I know how to use basic inferences about characters to predict their actions. - I know how to explain how an author's choice of language can shape a character's personality e.g. 'It says that Mrs Twit thinks ugly thoughts. This shows that she is not a kind person and never thinks nice things.'	**Retrieve** - Retrieve/highlight words that show characteristics - Sorting quotes into columns based on what they show about a theme or character e.g. These words all show that Mrs Twit is mean. **Infer** - Role on the wall about a character. - Highlight evidence in text that proves statements e.g. If they wrote 'kind' they might highlight 'Charlie gave his last bit of bread to his elderly grandparents.' **Explain** - True or false table with explanation of why they know. - Highlighting evidence in the text. - Prove me wrong activities	- Which words show us that…? - Complete these phrases using information from the text. - How did the character feel when…? - How can you tell that they feel…? - How do you know that…? - Do you agree…? Why?	- Poetry- kennings, shape poems and haikus - Fiction - Once upon a raindrop by James Carter - The Hodgeheg by Dick King-Smith Terminology: Haiku- syllable, phonics, lines, subject Kenning – alliteration, rhyme, rhythm Shape poem- Structure, adjective, description, layout. Terminology Inference Evidence Suggest Personality Appearance characteristics

Summer 1	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types

	• I know how to use and justify basic inferences about settings and characters to predict events or actions.
	• I know how to explain how an author's choice of language e.g. describing a setting can create a certain atmosphere
	• I know how an author can shape a character's personality e.g. 'It says that Mrs Twit thinks ugly thoughts. This shows that she is not a kind person
	• I know how to use the context of a word to work out its meaning.
	• I know what a thesaurus is and how to use it.
	• I know what a synonym is.
	• I know how to retrieve more than one word or group of words from the text which prove a particular point.
	• I know what an opinion is and can give one about a character or event in a text and explain why using evidence. E.g. I think that the graveyard is very scary because it says it is shadowy and gloomy.
	• I know how to order a story
		Vocabulary
		  • Using a dictionary to find word meanings
		  • Using a thesaurus to find synonyms
		
		Sequence/predict
		• Reading story- discuss what might happen next.
		• Stepping out/story map/story board key events.
		•
		
		Retrieve
		  • Retrieving evidence
		• Matching evidence to statements
			• Are there any words that mean the same as….?
			• Which word is closest in meaning to…?
			  In the sentence….what does the word ….. mean/show?
			
			• What could happen after…?
			• What 2 things happened before/after?
			• What was the final event of the story?
			•
			
			• Find and copy a group of words that…
			• Find 2 facts/words/sentences/…
			• Find 2 pieces of evidence that show….
				• Fiction- settings
				
				Belonging by Jeannie Baker
				
				Ancient Egypt: Tales of Gods and Pharaohs
				
				Terminology
				
				Inference
				Evidence
				Suggest
				Personality
				Appearance
				Characteristics
				Dictionary
				Thesaurus
				Synonym
				Predict
				Prediction
				Fact
				Opinion

	into its main steps. • I know what predicting means and can make predictions about what will happen next in a story.			
	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
Summer 2	• I know how to use the context of a word to work out its meaning. • I know what a thesaurus is and how to use it. • I know what a synonym is. • I know how to retrieve more than one word or group of words from the text, which prove a particular point. • I know what an opinion is and can give one about a character or event in a text and explain why using evidence. E.g. I think that Egyptians were treasure seekers because … • I know how to order a story into its main steps. • I know what predicting means and can use my inference skills to make predictions about what will happen next in a story. • I know why a letter is structured in the way it is and where to look to find certain information (who is writing, who is receiving the letter, what is its purpose) • I know how to explain why I think things about a text and can do so using one piece of evidence. • I know how to summarise	Explain • I think…do you agree discussion? • Sorting statements into agree/disagree Summarise • Match summaries to relevant part of text Discuss overall theme of text/part of text. Vocabulary • Create synonym tree diagrams e.g. alternatives for said … exclaimed/ replied/ retorted • Alternatives for laugh e.g. chortled/ giggled / chuckled • Sentence context- give sentences with one word obscured. Can children find a word in a word bank which would fill the gap?	• Do you agree that….Explain why. • Summarise the first part of the letter/article. • What is the main theme/issue of the first/second/final section of text? • Match the word to its meanings/synonyms • Which word could you replace ….. with in this sentence? • Which word makes you feel….?	• Fiction- picture book • Non-fiction- fact file: Egyptian Gods • Letters • Short news story about Egyptians The Green Ship by Quentin Blake Terminology Dictionary Thesaurus Synonym Predict Prediction Fact opinion Terminology: Agree Disagree Evidence Summary Summarise Theme content

	the main ideas within a paragraph or section e.g. 'This paragraph is about …'			