

*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
	<p>-I know that words can be sorted into groups called ‘classes’ and can name the four main word classes (noun verb adjective adverb)</p> <p>-I know the difference between words that sound the same but have a different word class e.g. ‘love’ as a noun and a verb and can use a dictionary to help me locate the relevant meaning.</p> <p>-I know the difference between a group of words and a sentence and can retrieve either of these things accurately.</p> <p>-I know what a character trait is and can name some for the</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use a dictionary to find the meaning of a word and its word class (noun, verb etc).</li> <li>Match words to their definitions</li> <li>Comment on the effectiveness of a range of definitions</li> </ul>	<ul style="list-style-type: none"> <li>Match the word..... to its meaning</li> <li>Which word gives the best definition of the adjective....</li> <li>Tick the definition that is the best match for the word....</li> </ul>	<p>Fiction- picture book <b>The Pirate Cruncher</b></p> <p>Non-fiction <b>Information text about climate change Boudicca</b></p>
		<p><b>Retrieve</b></p> <ul style="list-style-type: none"> <li>Highlighting relevant pieces of text</li> <li>Matching information to statements</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a word that...</li> <li>Find and copy a group of words that shows....</li> <li>Find and copy a sentence that shows...</li> </ul>	<p>Terminology:</p> <p>Genre Fiction Character Character traits Definition Word class Noun verb adjective adverb</p>
		<p><b>Infer</b></p> <ul style="list-style-type: none"> <li>Create a role on the wall for a character and add quotations from text that demonstrate the character traits recorded</li> <li>Highlighting pieces of text that demonstrate a particular trait of a character.</li> </ul>	<ul style="list-style-type: none"> <li>What does the word .... tell us about the character’s personality?</li> <li>How can you tell that the character is ....?</li> <li>Look at p ... Why are the pictures ....</li> <li>Why is Danny ...</li> </ul>	

	characters in the book I'm reading.			
	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
Autumn 2	<ul style="list-style-type: none"> <li>I know what scanning a text means and can locate key information by applying this skill.</li> <li>I know that a non-chronological report is a text that gives information on a particular subject, and is not written in order of time.</li> <li>I know the main features of a non-chronological report (title, introduction, content, picture, caption, fact file) and can recognise this type of writing in different contexts.</li> <li>I know what chronological means and can use my sense of order when discussing events in a story.</li> <li>I know the key features of <b>kennings</b> (two-word descriptive phrases, written as a list, opportunity to guess the subject), <b>haikus</b> (three lines, seventeen syllables in total- 5 in first line, 7 in second and 5 in third, doesn't rhyme, often about nature) and <b>shape poems</b> (words form shape of the subject of poem, shape itself adds meaning).</li> </ul>	<p><b>Retrieve</b></p> <ul style="list-style-type: none"> <li>Scanning a text for key words or phrases.</li> <li>Highlighting key words, phrases and sentences in text.</li> <li>Listing key facts.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>Annotating a non-fiction text to show structural devices</li> <li>Matching the role/purpose of a non-fiction feature to its name</li> <li>Annotating different forms of poem to explain what impact their features make.</li> <li>Locating different features in a poem (do as a quiz, treasure hunt)</li> </ul> <p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>Story map events of a story or part of a story</li> <li>Stepping out a story</li> </ul> <hr/> <p><b>Infer</b></p> <ul style="list-style-type: none"> <li>Inferring the subject of a poem e.g. What is the kenning about? What words tell you/give you a clue?</li> <li>Inferring from a non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a group of words that....</li> <li>Find two details/facts about....</li> <li>Complete these phrases using information from the text.</li> </ul> <p>What is the purpose of the picture/caption/sub-heading?</p> <ul style="list-style-type: none"> <li>How does the title/picture/caption etc. help the reader to understand...?</li> <li>Why is the text arranged in this way?</li> <li>What does the shape of the poem show us...?</li> <li>How does the poet describe the....?</li> <li>How does the poet show....?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Number the events of the text to show the correct order</li> <li>What order do these events come in the story?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>How can you tell that....?</li> <li>How do you know that...?</li> <li>What is Bill's mother thinking? How do you know?</li> <li>Look at the section headed ... complete the table with one piece of evidence to support each</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction – Romans</li> </ul> <p>Romans on the rampage by Jeremy Strong</p> <p>Poetry Remembrance poetry Kennings The Magic Box by Kit Wright</p> <p>Terminology:</p> <p>Non-chronological report Romans (and historical vocabulary relevant to this) Text structure Content Organisation Heading/subheading/picture/caption (revised from y3) Chronological (revised from y3)</p>

	<ul style="list-style-type: none"> <li>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.'</li> </ul>			
Spring 1	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	<ul style="list-style-type: none"> <li>I know that an author can create an impression of a character using descriptive language such as adjectives and adverbs, and also through the dialogue spoken by the character.</li> <li>I know how to compare the character traits of different characters across two texts and comment on their similarities and differences.</li> <li>I know how to justify my opinions by drawing on evidence from one or two pieces of writing e.g. 'I think that Mike Teavee and Grendel are both selfish characters. Both of them can be rude to adults and are only focused on what they want, such as chocolate or watching TV.'</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Highlight key words which provide descriptive detail</li> <li>Match key words to an explanation of their effect e.g. 'Vast- This shows how enormous the place is.'</li> </ul>	<ul style="list-style-type: none"> <li>Which word tells us that...?</li> <li>Which word shows us how....?</li> <li>What does the word.... tell us about...?</li> </ul>	<p>Fiction- by established authors</p> <p>How to train your dragon by Cressida Cowell</p> <p>Just So stories by Rudyard Kipling</p> <p>How the Whale became by Ted Hughes</p> <p>The Legend of Podkin One Ear by Kieran Larwood</p> <p>Escape from Pompeii by Christina Balit</p> <p>In the shadow of Vesuvius.</p>
		<p><b>Infer</b></p> <ul style="list-style-type: none"> <li>Hot seating- what would your character do in this situation?</li> <li>Matching inference about character to quotation.</li> </ul>	<ul style="list-style-type: none"> <li>What does the word ...tell you about...?</li> <li>How do the descriptions of ..... show that they are .....?</li> <li>What does this sentence suggest?</li> </ul>	
		<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>Venn diagram about two characters ( e.g. Mike Teavee and Charlie, Grendel and Mike Teavee)</li> <li>Sorting words that describe a character into appropriate column.</li> </ul>	<ul style="list-style-type: none"> <li>What is similar about Grendel and Mike Teavee?</li> <li>What are the differences in how these characters develop?</li> <li>Do you think that .... is a .....character? Explain why using evidence from the text.</li> </ul>	<p>Terminology:</p> <p>Impression</p> <p>Description</p> <p>Character traits</p> <p>Similarities</p> <p>Differences</p> <p>Comparison</p>

Spring 2	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	<ul style="list-style-type: none"> <li>I know that a <b>limerick</b> is a humorous five-line rhyming poem that follows a distinct rhythm by following a pattern of syllables in each line.</li> <li>I know how to explain the rhyme scheme in a limerick e.g. It has an ABABAAB rhyme scheme.</li> <li>I know that a <b>rap poem</b>: 1) Has a strong rhythm. 2) Uses rhyme. 3) Has a theme which is either a story or a message. 4) Often has the word 'rap' in the title. 5) Uses everyday, colloquial language. 6) Is often written in a dialect, such as a Caribbean dialect.</li> <li>I know that free verse poetry does not generally follow a rhyme scheme nor have a regular meter or rhythm, but that they may contain alliteration, occasional rhyme and a pattern of stressed and unstressed syllables.</li> <li>I know at least 2 traditional tales and can recall their characters and themes.</li> <li>I know some common themes and conventions that feature in traditional</li> </ul>	<p><b>Retrieve</b></p> <ul style="list-style-type: none"> <li>Treasure hunt for specific features of the poems</li> <li>Matching cards- features with quotation from poem</li> <li>Glossary of poetic features with examples from poem.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>Reading poems aloud to practise where to stress/unstress syllables and how to read in an expressive, rhythmic way.</li> <li>Annotating parts of poem to indicate their features e.g. 'colloquial language' or 'alliteration'</li> </ul> <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>Matching a summary of a verse/section of poem to the section itself.</li> <li>Discussing the themes of the poem and relating it to themselves/other texts they've encountered.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Match words to their definitions</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy the two words in the poem which rhyme with....</li> <li>Find and copy an example of alliteration/rhyming couplet/colloquial dialect</li> </ul> <p>What effect does the rhythm have on the reader?</p> <p>Why do you think that the poem is written using colloquial dialect?</p> <p>What difference does the alliteration make to the way the poem sounds?</p> <p>What is the main theme of the poem?</p> <p>Can you summarise what the poem is about in 1/2/3 sentences?</p> <p>Summarise the final two verses.</p> <p>Match the word..... to its meaning</p> <p>Find a word in the text that means ...</p>	<ul style="list-style-type: none"> <li>Poetry- funny poems</li> <li>-Limericks by Edward Lear</li> <li>-Rap- rhyming</li> <li>-Free verse: Chocolate Cake by Michael Rosen</li> </ul> <p>Fiction</p> <p>The Secrets of Vesuvius by Caroline Lawrence</p> <p>A Life of Pliny by Daisy Dunn</p> <p>Terminology</p> <p>Rhyme</p> <p>Rhyme scheme</p> <p>Rhyming couplet</p> <p>Syllable</p> <p>Stressed/unstressed syllables</p> <p>Rhythm</p> <p>meter</p> <p>Colloquial dialect</p> <p>Verse</p>

	tales (animal characters, deception/trickery, good vs evil, power)			Theme Alliteration traditional tale fairy tale fable
	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
Summer 1	<ul style="list-style-type: none"> <li>I know a range of fiction and can name several prominent authors.</li> <li>I know what a <b>synonym</b> is and can use a thesaurus to find relevant synonyms to the language I encounter in a text.</li> <li>I know what a <b>glossary</b> is and can create useful glossaries of my own about the text I am reading.</li> <li>I know how to use my sequencing and inference skills learned so far to make predictions about future events in a story.</li> <li>I know how to retrieve evidence to support a statement or point of view.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Using a dictionary and thesaurus to create a glossary of new words from text complete with word class and synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>Find the word in the text that means...</li> <li>Which word is closest in meaning to...?</li> <li>In the sentence...what does the word ..... mean/show?</li> <li>Find and copy a word which shows that Bill is angry</li> <li>What does .... mean?</li> </ul>	<ul style="list-style-type: none"> <li>Fiction</li> </ul> <p>The train to Impossible Places by P.G Bell</p> <p>Until I met Dudley by Roger McGough and Chris Riddell</p> <p>The place Between by Angela McCallister</p>
		<b>Sequence/Predict</b> <ul style="list-style-type: none"> <li>Stepping out stages of chapter/story so far and adding own steps to predict what will happen next.</li> </ul>	<ul style="list-style-type: none"> <li>What has happened so far?</li> <li>What do you think will happen next? Why?</li> </ul>	Terminology:
		<b>Retrieve</b> <ul style="list-style-type: none"> <li>Retrieving evidence</li> <li>Matching evidence to statements</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a group of words that...</li> <li>Find 2 facts/words/sentences/...</li> <li>Find 2 pieces of evidence that show....</li> <li>What is ... doing when ...</li> <li>What does ... tell ...</li> <li>Look at page ... How does Bill feel about ...</li> <li>Look at page ... Who has ... Why?</li> <li>Look at the paragraph beginning ... What is happening to</li> <li>Using information from the text, tick one box to show whether the information is true or false ...</li> </ul>	Fiction Classic/modern classic Theme Events Synonym Glossary Definition Prediction Evidence Support agree / disagree

			<ul style="list-style-type: none"> <li>Look at the whole text ... complete the table to show ...</li> </ul>	
Summer 2	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	<ul style="list-style-type: none"> <li>I know the key features and conventions of a newspaper report (past tense, chronological, headline, introduction, picture, caption, quotations)</li> <li>I know how to explain my own opinion on a text and justify it using more than one piece of evidence.</li> <li>I know how to summarise ideas from across several paragraphs/sections of text.</li> <li>I know how to compare two texts using summarising skills e.g. 'The first newspaper report was about .... whereas the second focused more on.....'</li> </ul>	<p>Explain</p> <ul style="list-style-type: none"> <li>I think...do you agree discussion</li> <li>Sorting statements into agree/disagree</li> <li>True or false table</li> </ul> <p>Summarise</p> <ul style="list-style-type: none"> <li>Match summaries to relevant part of text</li> <li>Discuss overall theme of text/part of text.</li> <li>Make comparisons between two or more texts.</li> </ul>	<ul style="list-style-type: none"> <li>Do you agree that....Explain why, using evidence from the text.</li> <li>Do you agree with this statement? Explain your reasoning, using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Fiction- <b>The Iron Woman by Ted Hughes</b></li> <li>Non-fiction- newspaper report linked to modern inventions</li> <li><b>The Dark Wild by Piers Torday</b></li> </ul> <p>Terminology: opinion evidence topic related vocabulary</p>