*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 |
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| | • I know that personality and appearance work together to create a character<br>• I know that the context of a word can facilitate understanding of a word's meaning.<br>• I know how to check a word's meaning using a dictionary.<br>• -I know that a **synonym** means a word with a similar meaning to another word.<br>• I know that an **antonym** is a word with the opposite meaning to another word.<br>• I know that scanning for particular words can help to efficiently find answers to questions.<br>• -I know that skimming is when you | **Vocabulary**<br>• Comment on word meaning using context to infer meaning.<br>• Use dictionaries to find word meanings.<br>• Use thesaurus to find synonyms and antonyms.<br><br>**Infer**<br>• Create a role on the wall for a character and add quotations from text that demonstrate the character traits recorded<br>•Highlighting pieces of text that demonstrate a particular trait of a character.<br>• Activate prior knowledge | • Can you find a word which shows that…?<br>• How is the description of … heightened by…?<br>• Can you think of another word that is similar in meaning to…?<br>• Which word is the opposite in meaning to…?<br><br>• Which word appropriately describes…?<br>• What does that word tell us about… personality?<br>• How does x's appearance indicate x personality? | Fiction<br>The Wolves in the Walls by Neil Gaiman<br>The Explorer by Katherine Rundell<br>I believe in Unicorns by Michael Morpurgo<br><br>Non-fiction<br>Amazon river- Non-chronological text<br>Rainforest diary - Recount<br><br>Terminology:<br>Character traits<br>Personality<br>Appearance<br>Evidence<br>Suggest<br>Imply<br>Indicate |

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| | read a text quickly to get an idea of meaning.<br>• I know how skimming is different to scanning, which is looking for a particular word/figure/reference. | Retrieve<br>- scanning for key words to find relevant information<br>- highlight pieces of text<br>-teach skimming | • Find and copy a group of words that shows…<br>• Find and copy a sentence that shows…<br>• Which word/group of words shows….? | Synonym (year 4)<br>Antonym (new this year) |
| Autumn 2 | Knowledge pupils will acquire | VIPERS strands and teaching strategies | Question stems | Text types |
| | • 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.<br>• I know some technical vocabulary featured in report writing.<br>• I know how to 'read around' a word to understand its meaning. (context clues)<br>• I know how to comment on the way mood and atmosphere is created in a story through use of pictures, words and layout.<br>• I know how to justify my point of view using more than one piece of evidence from the text. | Vocabulary<br>• Highlighting unfamiliar words<br>• -comment on word meaning using context to infer meaning.<br>• Matching words to their definition based on inferring from context.<br>• Writing sentences to demonstrate understanding of word.<br><br>Sequence<br>• Boxing up the events of a picture book into a limited number of key stages.<br><br>Explain<br>• Finding evidence from the text to support a statement.<br>• Annotating a page from a book to explain all the ways that it creates a certain atmosphere.<br><br>Make comparisons within a text and explain them | • Which definition matches the word?<br>• Which sentence does the word fit into?<br>• Look at the word on page …<br>• Look at the section headed … find and copy one word that shows …<br><br>• Number the stages of the story from 1-5 to show the correct order.<br>• What happens before/after…?<br><br>• Give two reasons why…<br>• Do you agree? Explain using evidence from the text<br>• How is tension created on this page? Give two ways.<br>• Two characters react differently to being lost in the jungle. How do Con, Lila, Fred and Max react? | Non-fiction- information texts on the Amazon Rainforest<br>What is a Rainforest?<br>Remembrance Day<br><br>Fiction:<br> The Explorer by Katherine Rundell<br>The Great Kapok Tree<br><br><br>Terminology:<br><br>Text<br>Context<br>Appropriate<br>Atmosphere<br>Scene<br>Mood |
| Spring 1 | Knowledge pupils will acquire | VIPERS strands and teaching strategies | Question stems | Text types |

| | Knowledge pupils will acquire | VIPERS strands and teaching strategies | Question stems | Text types |
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| | • I know that authors deliberately choose particular language to add tension and know how to comment on this.<br>• I know that a myth is an ancient traditional story.<br>• I can name some Mayan myths.<br>• I know some of the typical features of a myth e.g. supernatural beings/events.<br>• -I know how to skim read a text to look for a particular piece of evidence or theme within the writing (revised from previous term). | Retrieve<br>• highlighting of the text<br>• revisiting of scanning<br>• revisiting and consolidation of skimming | • Give two reasons why<br>• Why/what/when do…?<br>• Which group of words show a shift in atmosphere?<br>  • Find 2 pieces of evidence that show….<br>• What is … doing when …<br>• What does … tell …<br>• Look at page … How does the character feel about …<br>• Look at page … Who has … Why?<br>• Look at the paragraph beginning … What is happening to<br>• Using information from the text, tick one box to show whether the information is true or false … | Fiction- novel<br>The Storm Runner by J C Cervantes<br><br>Picture books:<br>Mayan Creation myths- The Hero Twins<br>Journey<br>Quest<br><br>Young Heroes: Inspirational children from around the world by Lula Bridgeport<br><br>Terminology:<br>tension<br>layout<br>sentence structure<br>emphasise<br>characteristics |
| | | Predict<br>• Use front page of picture book for children to infer what it may be about.<br><br>• Children to predict events of subsequent chapter of novel after finishing one. | • When might …… happen?<br>• What could happen in the next chapter following …. event?<br>• What clues can we see that tell us what this book could be about? | |
| | | Infer<br>• Create a role on the wall for a character and add quotations from text that demonstrate the character traits recorded | • Why do you think the author…?<br>• Why did the character?<br>• How do you think the character is feeling when…<br>• How can you tell that the character is …..?<br>• Look at p … Why are the pictures …. | |
| Spring 2 | Knowledge pupils will acquire | VIPERS strands and teaching strategies | Question stems | Text types |

| | Knowledge pupils will acquire | VIPERS strands and teaching strategies | Question stems | Text types |
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| | • I know how to identify similarities and differences when comparing stories.<br>• I know what a summary is and how to summarise paragraphs and longer extracts of a text.<br>• I know that Anansi stories are oral folk tales that originated in Africa and contain the theme of trickery.<br>• I know that stories are influenced by their social, cultural and historical contexts.<br>• I know some of the characteristics of a fairy tale and can identify how they might be adapted for other stories set in a different culture.<br>• I know how to identify specific vocabulary and language that makes the cultural setting of a story clear.<br>• - I know how to compare two stories in terms of their themes, culture and language. | **Summarise**<br>• Highlighting of key information<br>• Creation of pair/class summaries<br>• Evaluating of modelled examples of summaries<br>• - Summarise two stories set in the same/different cultures e.g. Anansi and Mufaro or Mufaro and Cinderella.<br><br>**Vocabulary**<br>• -synonyms and antonyms table<br>  - highlight the word in the sentence which creates ….. effect<br>• -Highlighting words/language that establishes the cultural setting of the text.<br><br>**Explain**<br>• Comparing texts<br>• Ranking answers to explain questions e.g. Give one example of the use of humour<br>• Give one example of courage<br>• Do you agree? | • Summarise this paragraph in less than x words<br>• What is the key information in this section of the text?<br>• Can you summarise this in a sentence?<br>• Can you identify three similarities between the stories?<br>• Can you identify some differences between the stories?<br><br>• Which word shows that …..could be dangerous?<br>• Which word shows that …. Has good intentions?<br>• Which words show the reader that the story is set in….?<br>• Which word could be replaced with the word…… and still hold the same meaning in the sentence?<br><br>• Tick the points which…<br>• Why do you think the author has…<br>• How does the author show that the story is set in….?<br>• How does the modern fable differ to a traditional tale?<br>• The message of a story remains the same regardless of the culture it is set in. Do you agree?<br>• | Picture books/short stories/modernised fairy tales/fables<br><br>A Wisp of Wisdom Animal Tales by Piers Torday<br><br>Mufaro's Beautiful Daughters<br><br>Terminology:<br><br>fable<br>moral<br>culture<br>theme<br>fairy tale<br>summary<br>comparison |
| Summer 1 | Knowledge pupils will acquire | VIPERS strands and teaching strategies | Question stems | Text types |

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| | • I know that letters can be written formally or informally depending on their recipient and purpose.<br>• I know the features that can be found in formal and informal letters.<br>• I know how to structure a letter in terms of layout and content.<br>• I know how to read a letter in an appropriate tone.<br>• I know how tone can be created by language choices.<br>• I know how punctuation can be used to control the tone of writing.<br>• I know some features of persuasive letters (rhetorical questions, repetition, irony, direct address etc) and can comment upon how they are used. | • Explain<br>    • identification of tone in punctuation or phrases in pairs.<br>    • Discussion in pairs as a class of character's feelings.<br><br>Vocabulary<br>• Making lists of formal and informal language/features<br>• Reading letters as a class using tone and intonation<br>• -Sorting persuasive features into categories. | • How does x show x through punctuation?<br>• What adjective best describes x? explain with evidence…<br>    What do you think would make x feel x?<br><br>• Why wouldn't you use x in a formal letter?<br>• Why does the formal letter use x?<br>• Why does the informal letter use x?<br>• Can you find examples of…?<br>• Which word gives the sentence a formal tone?<br>• Which word would be out of place in a formal letter?<br>  • In the sentence….what does the word ….. mean/show?<br>  • Find and copy a word which shows that the crayons …<br>    What does …. mean? | Picture book: The Day the Crayons Quit by Drew Daywalt<br><br>Letters<br><br>Greek Myths<br>Who let the Gods out? – Maz Evans<br>Jason and the Argonauts<br><br>Terminology:<br>tone<br>intonation<br>impression<br>formal<br>informal<br>repetition<br>category<br>purpose |
| Summer 2 | Knowledge pupils will acquire | | | Text types |
| | • -I know that a **narrative poem** is a poem that tells a story, usually written in **metered verse.**<br>• -I know that poems are related to historical contexts and can identify the language in a poem that shows its historical setting.<br>• -I know that a metaphor is a | Vocabulary<br>Word collection table<br>Drawing out images for words, particularly archaic language<br>Drawing out of setting described in verse of poem e.g The moor in the Highwayman or The lighthouse in Flannan Isle and labelling with descriptive language<br>Sorting phrases/lines into metaphor, | • What effect does the word …..have on the atmosphere?<br>• Which words build the image of …in the poem? Myth?<br>• Which simile compares…..to…..<br>• What effect does the metaphor….have on…?<br>• What does the word mean? | Poetry- narrative poetry<br><br>Flannan Isle by Wilfrid Wilson Gibson<br><br>Metaphorical Poem- Six Ways to Look at the Moon by Pie Corbett<br><br>Terminology: |

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| | type of figurative language in which a word or phrase is applied to another object to which is not literally applicable.<br>• -I know that a simile is a type of figurative language involving the comparison of one thing with another, different thing, in order to make the description more vivid.<br>• I know that personification is when something non-human is given human attributes.<br>• I know a selection of mythical creatures and their attributes | simile, personification<br>Research of mythical names to meanings | | Narrative poem<br>Stanza<br>Rhyming couplet<br>Figurative language<br>Metaphor<br>Simile<br>Personification<br>Rhyme scheme<br>Rhythm<br>meter<br><br>Flannan Isle<br>Specific vocabulary from poem (e.g. o'er, ere, nook etc.) |
| | | Sequence<br>Acting out/stepping out events of narrative poems.<br>Dance/PE lesson to perform poem and show descriptive language features through dance. | • What event occurred before/after….<br>• While ……was happening, what was …….doing?<br>• Which event, above all others, caused ….to happen? | |
| | | Infer<br><br>Hotseating of key characters in poem.<br><br>Predicting what has happened even when the poem does not directly state it. | • How can you tell that …..?<br>• How does …. feel about …..? How can you tell?<br>• What might …..be thinking at this point?<br>• Look at the section headed … complete the table with one piece of evidence to support each | |