

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
	<ul style="list-style-type: none"> I know how to skim read a text independently to get the overall idea of what it is about. I know how to scan a text independently for key facts and information. I know how to summarise a text in a set number of words. I know the difference between fact and opinions I know how to interpret word meanings using context clues I know that an autobiography is an account of a person's life, written by that person. I know that autobiographies are 	Retrieve <ul style="list-style-type: none"> Revision of skimming and scanning Completing information table Using information to research. Presenting information in own way. 	<ul style="list-style-type: none"> According to the text, how/why/what...? Which word/group of words/sentence tells us about...? Find the group of words that informs the reader of.... 	Fiction: Black Dog by Levi Pinfold Fox by Margaret Wild Holes by Louis Sachar Harry Potter by J K Rowling Non-fiction: Shackleton's Voyage Autobiography: Boy by Roald Dahl Terminology: Context Monologue Retrieve Evidence impression Imply
		Infer <ul style="list-style-type: none"> Thought bubbles showing character's point of view. Writing internal monologue of character's thoughts at certain moments. Predicting what will happen next based on implied details. 	<ul style="list-style-type: none"> What suggests that....? Give two things. What does the author imply about with the word....? What evidence is there that....? What do you think may happen next? Is there a clue in the text? 	
		Vocabulary <ul style="list-style-type: none"> Identifying/highlighting vocabulary, which establishes the context. Researching the meanings of words/phrases. Independently working out the 	<ul style="list-style-type: none"> Which three words in the paragraph show the reader ... ? What does the word.....mean in this sentence? What does the word tell us about the character/place? How does the author use language 	

	<p>written in the first person, in chronological order and will detail important memories, experiences and achievements.</p> <ul style="list-style-type: none"> I know how to compare two autobiographical texts and comment upon how effectively they engage the reader. I know that historical poetry is set within a historical era or time period. 	<p>meaning of a word from its context by reading around the word.</p> <p>Retrieve/Sequence Listen to/watch rap video for Fresh Prince of Bel Air to launch concept of autobiography. Step out/map out/box up main events of his life as detailed in the rap.</p> <p>Vocabulary/Infer Create role on the wall for key character in autobiography (e.g. Mrs Pratchett) and annotate with the specific language that led to those conclusions being made about their character.</p> <p>Explain/Summarise</p> <ul style="list-style-type: none"> Compare the two styles of autobiography and critique how effectively they engage the reader. 	<p>to establish the historical setting of the story?</p> <p>Retrieve/sequence What are the 4/5/6... main events of the person's life?</p> <p>Vocabulary/infer/explain</p> <ul style="list-style-type: none"> How has the author used language/vocabulary to build upimpression ofcharacter? <p>Explain/Summarise</p> <ul style="list-style-type: none"> Which autobiographical text do you find more interesting as a reader? Explain why, using examples from both texts. 	<p>suggest autobiography biography</p>
2	<ul style="list-style-type: none"> I know that an author uses key vocabulary in order to establish the historical setting of a story, and can locate examples of such vocabulary. I know that an internal monologue is a person's inner voice, showing their thoughts and feelings about what is happening to them. I know how to infer a character's thoughts by using the clues given by the author in the text. 	<p>Explain</p> <ul style="list-style-type: none"> Point/evidence/explain table Finding evidence across a chapter/extract of text independently. <p>Summarise</p> <ul style="list-style-type: none"> Highlighting key events of a text/passage/piece of information Writing summary of a page of text in a set number of words e.g. 50 words. Ranking example summaries in terms of their success. 	<ul style="list-style-type: none"> Explain how the author.....using evidence from chapter..... Explain how the character.... has evolved in chapter.... How do you know that? Explain, using evidence from the text. Which statement is the best summary...? Which sentence best describes...? Tick two paragraphs/verses that are mainly about... 	<p>Fiction:</p> <p>The Good Thieves Katherine Rundell</p> <p>The true story of the three little pigs by Jon Scieszka</p> <p>The BFG by Roald Dahl</p> <p>Born to Run by Michael Morpurgo</p> <p>Poetry:</p> <p>Highwayman Poem by Alfred Noyes</p>

	<ul style="list-style-type: none"> I know how to draw upon a text as 'evidence' to make a point about a character, theme or event in a story. 	<p>Explain (as tool for comparison)</p> <ul style="list-style-type: none"> Explain how the words a writer has chosen affects the reader Explain the effect the way the text is organised influences the reader 	<ul style="list-style-type: none"> How does the author create ... effect? Explain why the author Use P-E-E paragraphs e.g. point (give your answer), Explain (describe what this means), Example (include a real example) 	<p>Terminology Autobiography Skim Scan Source Verse Stanza Thought Feeling Summarise Explain reason</p>
			<p>Explain/summarise In what ways are the two poems similar? In what ways are they different? Explain your answer, using examples from both poems.</p> <p>Explain/retrieve/summarise How does <i>The True Story of the Three Little Pigs</i> differ from the original tale? Explain, using examples from both stories.</p> <p><i>The True Story of the Three Little Pigs</i> is only funny if you know the original version. Do you agree? Explain your answer, using evidence from the text</p>	

<p>Spring 3</p>	<ul style="list-style-type: none"> • I know how to use a range of reading skills in order to analyse a text. • I know how to answer comprehension questions that draw on more than one VIPERS skill. • I know how to comment upon the themes or issues raised by a novel by an established author. 	<p>VIPERS skills should now be used in unison in order to fully engage with, explore and unpick a text.</p> <p>Retrieve/Vocabulary Creating glossaries of new words and identifying words that establish the setting and time period of the story.</p> <p>Vocabulary/Explain Explaining the meaning of colloquialisms and old-fashioned language and re-writing/saying in modern day terminology.</p> <p>Infer/Predict Analysing the events of a chapter and making predictions at key points based on implied details</p> <p>Summarise/Sequence Ordering events of a chapter Summarising extracts/chapters from novel</p> <p>Summarise a story or extract in terms of its themes e.g. 'Poverty' or 'Prejudice'.</p>	<p>Retrieve/Vocabulary Which word in the first paragraph establishes that the story is set during wartime and not in our era?</p> <p>Vocabulary/Explain What does the expressionmean? Can you re-write it in more modern language?</p> <p>Infer/Predict What does the line suggest about what could happen to?</p> <p>What do you think may happen in a later chapter? Has this already been implied?</p> <p>Summarise/Sequence Which three/four/five events in the chapter led up tohappening?</p> <p>Summarise chapter in words.</p>	<p>Fiction- children's novel. The Giant's Necklace by Michael Morpurgo</p> <p>Terminology:</p> <p>Fiction Text colloquial language expression figure of speech modern imply implication</p>
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4	<ul style="list-style-type: none"> 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. I know the names of many features of free verse poetry such as alliteration, rhythm, meter, personification etc. I know how to talk about the effects of poetic devices on the reader. . 	<p>Vocabulary/retrieve Highlight descriptive/figurative language.</p> <p>Vocabulary/explain Annotate poems with meanings behind figurative language.</p> <p>Vocabulary/explain/infer Drawing out images that the language evokes.</p> <p>Explain/summarise Compare and contrast two poems using Venn diagram/table</p> <p>Compare/contrast traditional tale with modernised/twisted version using Venn diagram, table or other means of comparison.</p>	<p>Vocabulary/retrieve What simile creates the impression that..... is?</p> <p>Find and copy a metaphor that describes the</p> <p>Vocabulary/explain What impression does the poet create of the? Explain your answer, using examples from the poem.</p> <p>Explain/summarise In what ways are the two poems similar? In what ways are they different? Explain your answer, using examples from both poems.</p>	<p>Poetry- Free verse descriptive poetry</p> <p>Twisted fairytales by Roald Dahl</p> <p>Terminology Free verse (revised from y4) Figurative language (revised from y5) Metaphor/simile/personification (revised from y5) Alliteration (revised from y3/4) Rhythm/rhyme/meter (revised from y3/4) Imagery</p> <p>Traditional tale Convention Theme</p>
Summer 5	<ul style="list-style-type: none"> I know that historical fiction is a type of fiction that tells a story set within a historical era or time period. I know that an author uses key vocabulary in order to establish the historical setting of a story, and can locate examples of such vocabulary. I know that an internal monologue is 	<p>Vocabulary</p> <ul style="list-style-type: none"> Identifying/highlighting historical vocabulary which establishes the context. Researching the meanings of historical words/phrases. 'Modernising' old-fashioned expressions. <p>Independently working out the meaning of a word from its context by reading around the word.</p> <p>Infer</p> <ul style="list-style-type: none"> Thought bubbles showing 	<ul style="list-style-type: none"> Which three words in the paragraph show the reader what time period the story is set in? What does the word.....mean in this sentence? What does the word tell us about the character/place? <p>How does the author use language to establish the historical setting of the story?</p> <ul style="list-style-type: none"> What suggests that....? Give two things. What does the author imply 	<p>Historical fiction</p> <p>Friend or Foe by Michael Morpurgo Goodnight Mr Tom by Michelle Magorian</p> <p>Terminology: Historical fiction Context Era Time period Internal monologue Imply</p>

	<p>a person's inner voice, showing their thoughts and feelings about what is happening to them.</p> <ul style="list-style-type: none"> I know how to infer a character's thoughts by using the clues given by the author in the text. I know how to draw upon a text as 'evidence' to make a point about a character, theme or event in a story. 	<p>character's point of view.</p> <ul style="list-style-type: none"> Writing internal monologue of character's thoughts at certain moments. Predicting what will happen next based on implied details. 	<p>about with the word....?</p> <ul style="list-style-type: none"> What evidence is there that....? What do you think may happen next? Is there a clue in the text? Explain how the author.....using evidence from chapter..... Explain how the character.... has evolved in chapter.... How do you know that? Explain, using evidence from the text. 	
Summer 6	<ul style="list-style-type: none"> I know that a story can be based around a metaphor that can be applied to different elements of our lives e.g. 'Fear of the dark' or 'Fear of the unknown'. I know how to identify the theme of a story and comment on how this theme has been addressed in the text. <ul style="list-style-type: none"> I know how to compare the way two or more stories address certain themes relating to childhood events. 	<p>Vocabulary/Explain Sorting activity- themes that are present/not present in the texts.</p> <p>Discuss and debate the metaphors that tackle the themes of the texts.</p> <p>Explain/Infer/Summarise Make comparisons between picture books and with other reading children have done this year.</p>	<p>Explain/retrieve/infer/summarise</p> <ul style="list-style-type: none"> How does the book explore the theme of? Explain your answer, using examples from the text. Have you read any other books about? How does this text compare with them? 	<p>Picture book: The Arrival by Shaun Tan The Dark by Lemony Snicket</p> <p>Terminology:</p> <p>Metaphor Extended metaphor Theme</p>