

## Key Stage 2 Reading Comprehension Curriculum Overview

At St Thomas More we teach reading comprehension using the VIPERS reading skills. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The VIPERS skills are:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Summarise

We use VIPERS as this ensures that children are familiar and are asked a range of question types and are familiar with using a range of skills. Each lesson will use a variety of the skills unless there is a discreet lesson on a particular skill based on a teacher's assessment of pupil and class needs.

Each class will have 4 reading comprehension lessons per week with 1-3 lessons based on the class reading comprehension novel and 1-3 wider links lessons based on other texts per week, which will be based on non-fiction, a different genre of fiction, or poetry and can be linked to other topics in the curriculum or wider learning.

Teachers are required to ensure there is diversity of author, characters, cultures, gender and settings to promote inclusion and understanding.

### Age Appropriate Text Suggestions:

<https://www.booksfortopics.com/>

<https://schoolreadinglist.co.uk/>

<https://peters.co.uk/100-books-for-every-year-group-primary>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

### Owl Class (Year 3)

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Book	60 Second reads	60 Second Reads The Great Chocoplot	Stig of the Dump	Stig of the Dump	Varjak Paw	Varjak Paw

### Progression of Skills

Year Group:	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 3	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</li> <li>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by predicting what might happen from details stated</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</li> </ul>

## Skylark Class (Year 3|4)

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Book	Malala's Magic Pencil by Malala Yousafzai	A night at the Frost Fair by Emma Carroll	Young, Gifted and Black by Jamia Wilson	Young, Gifted and Black by Jamia Wilson	Cloud Tea Monkeys by Mal Peet and Elspeth Graham	Cloud Tea Monkeys by Mal Peet and Elspeth Graham

## Progression of Skills

Year Group:	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 3	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</li> <li>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by predicting what might happen from details stated</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</li> <li>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.</li> <li>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction over a wide range of subjects</li> <li>Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</li> </ul>



## Kestrel Class (Year 4|5)

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Book	Cogheart by Peter Brunzl	Cogheart by Peter Brunzl	The Ancient Egypt Sleepover by Stephen Davies	The Ancient Egypt Sleepover by Stephen Davies	Ajay and the Mumbai Sun by Varsha Shah	Ajay and the Mumbai Sun by Varsha Shah

## Progression of Skills

Year Group:	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 4	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</li> <li>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.</li> <li>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by drawing inferences such as 'inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction over a wide range of subjects</li> <li>Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads by drawing inferences such as 'inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Summarise main ideas from more than one paragraph, identifying key details which support these.</li> </ul>

### Falcon Class (Year 5)

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Book	Night Bus Hero by Onjali Q. Rauf	Night Bus Hero by Onjali Q. Rauf	Night Bus Hero by Onjali Q. Rauf	Beowulf translated by Michael Morpurgo	Beowulf translated by Michael Morpurgo	Beowulf translated by Michael Morpurgo

### Progression of Skills

Year Group:	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 5	<ul style="list-style-type: none"> <li>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Summarise main ideas from more than one paragraph, identifying key details which support these.</li> </ul>

**Eagle Class (Year 6)**

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Book	Good Night Mr Tom by Michelle Magorian	Good Night Mr Tom by Michelle Magorian	Holes by Louis Sacher	Holes by Louis Sacher	A Bad God's Guide to Bring Good by Louie Stowell	Treasure Island by Robert Louis Stevenson

**Progression of Skills:**

Year Group:	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 6	<ul style="list-style-type: none"> <li>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding</li> </ul>	<ul style="list-style-type: none"> <li>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</li> </ul>