

KS2 Whole Class Guided Reading

Coverage, Structure and Learning

Progressively throughout Key Stage Two, pupils are taught how to develop and extend their skills in successful decoding, reading for understanding, and reading aloud with suitable fluency, expression and intonation. Teaching is premised upon National Curriculum requirements and utilises the VIPERS model to coherently sequence and secure progression whilst enabling children to progress to more demanding and challenging texts and comprehension requirements.

VIPERS

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise or Sequence

Years 3 and 4: Key Skills

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Autumn

- Develop positive attitudes to reading and understanding of what they read by: listening and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.

Spring

- Encouraging the enjoyment of reading through sharing their own reading books with their peers.
- Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally.

Summer

- Encouraging the enjoyment of reading through sharing their own reading books with their peers.
- Improve the speed and flow of their reading to improve their reading stamina.
- Focus on a whole class non-fiction text linked to the project and a more

<ul style="list-style-type: none"> - Read with intonation, volume, and expression, with support from whole-class peers and the teacher modelling. - Develop skim and scan skills to find the evidence in the text to answer a question. (Retrieve) - Explain the meaning of words in context and identify how language, structure and presentation can contribute to meaning (Explain and Vocabulary) - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Infer) - Predict what might happen from details stated and implied (Predict) - Sequence and Identify main ideas within a paragraph of a chapter. (Summarise/Sequence) 	<ul style="list-style-type: none"> - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Continue to develop the skills of VIPERS from the Autumn term in the context of a different text type e.g. Poetry and Plays. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Infer) - Predict what might happen from details stated and implied (Predict) - Sequence and Identify main ideas within a paragraph of a chapter. (Summarise/Sequence) 	<p>challenging fictional story to develop inference.</p> <ul style="list-style-type: none"> - In the context of a different text type and a more challenging text, continue to develop the speed and accuracy of their VIPERS skills. - Support the children to formulate their own VIPERS questions to show their understanding of the text.
<p>Years 5 and 6: Key Skills</p>	<p>Years 5 and 6: Key Skills</p>	<p>Years 5 and 6: Key Skills</p>
<p style="text-align: center;"><u>Autumn</u></p> <ul style="list-style-type: none"> - Develop positive attitudes to reading and understanding of what they read by: listening and discussing a wide range of texts: classic poetry and stories from other cultures - Read with intonation, volume, understanding and expression, with support from whole- class peers , 	<p style="text-align: center;"><u>Spring</u></p> <ul style="list-style-type: none"> - Read with intonation, volume, understanding and expression, with support from whole- class peers, improve and self – correct, practice and rehearse as required 	<p style="text-align: center;"><u>Summer</u></p> <ul style="list-style-type: none"> - Engage with progressively more challenging texts – classic literature and employ all VIPERS - Read ever more fluently, confident and with support from the class

<p>improve and self – correct, practice and rehearse as required</p> <ul style="list-style-type: none"> - Develop skim and scan understanding, skills, speed and accuracy (Retrieve) - Fact or Opinion (Explain) - Sequencing skills and techniques (Summarise or Sequence) - Prediction – EVIDENCE – what and why do you think that? - With reference to the text - (EVIDENCE) – explain - Strategies for decoding unfamiliar words <p>Assessment Criteria – ongoing – formative and summative</p> <p>Children begin to write and pose own questions and answers within Guided Reading and Reading Comprehension</p>	<ul style="list-style-type: none"> - Improve skim and scan techniques – accuracy and speed in diverse texts Improve sequencing and ordering/ summarising techniques in non-fiction and fiction texts - Improve summarise and sequence in diverse and more challenging texts Improve with reference to the text – where is your evidence or what are your reasons based upon what you have read - Develop and extend prediction skills in a variety of texts – with reasons - Explore and fine-tune inference – think outside the box - Perfect with reference to the text Practice strategies for unfamiliar words 	<ul style="list-style-type: none"> - Debate word meanings based upon context, suffix/prefix - Skim and scan at high speed and accuracy - Recap sequencing, fact and opinion - Perform a whole Upper KS2 play using all of these skills – fluently, confidently and with absolute application
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