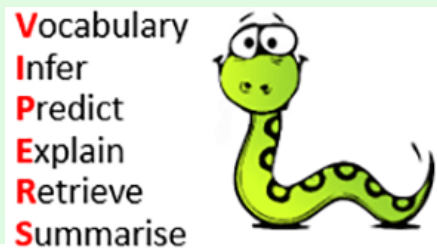# Our Approach to Comprehension

Comprehension is taught using VIPERS (with grateful thanks to The Literacy Shed) which can be found displayed in every classroom in KS1 and KS2. This structure ensures full coverage of the National Curriculum objectives and the Content Domains against which, our children are formally assessed.

The VIPERS mnemonic focuses on six skills which are implicit in becoming a successful comprehender.

These skills are explicitly taught and then applied throughout the year across a range of texts. Along with this, we have a set of question stems for each skill which are used consistently in the teaching of comprehension which builds the children's familiarity with what each domain requires them to do.

Here are some examples of the Vocabulary question stems we use:

KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word ………. mean in this sentence?
- Find and copy a word which means ……….
- What does this word or phrase tell you about ………?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ………. is repeated in this section?

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words ……. and …… suggest about the character, setting and mood?
- Which word tells you that….?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means……
- Find and highlight the word that is closest in meaning to…….
- Find a word or phrase which shows/suggests that…….

We also expose our children to a range of styles for each domain which may include:

- find and copy
- ordering
- matching
- true / false
- multiple choice

This is how some questions will look:

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

_____

Why is it important for bumblebees to leave a smelly scent on some flowers?
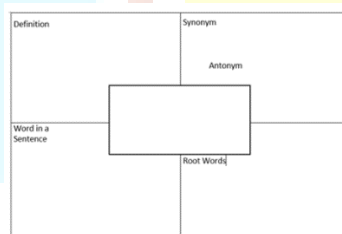
Tick **one**.

so that others avoid it ☐

because it smells better than nectar ☐

so others know it has pollen ☐
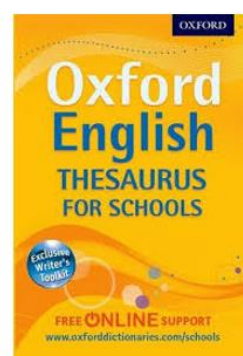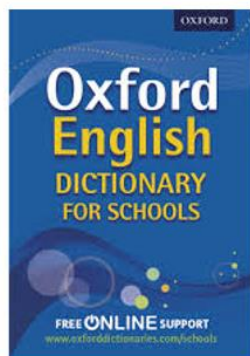
because bees give flowers their scent ☐

Vocabulary is pre-taught and explored in order to aid the children's understanding of the text, through a range of activities:

- establishing the definition
- using the word in context
- finding synonyms
- finding antonyms
- root words (Y5/6)

Definition	Synonym
	Antonym
Word in a Sentence	
	Root Words

Children are taught how to use dictionaries and thesauruses effectively to increase their vocabulary and therefore understanding.