



Curriculum Progression Map Reading- Comprehension



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



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Nursery

<p>Understanding and Correcting Inaccuracies</p>	<ul style="list-style-type: none"> - To understand the five key concepts of print- phonics, phonemic awareness, vocabulary, fluency and comprehension. - To have favourite stories that they like to share with others. - To repeat familiar phrases from these stories and using props develop their play around them. - To be aware of familiar signs and logos e.g. School logo, bus stop etc.... - To look at a book, opening the front cover and turning the pages. - To understand what an author and illustrator are. To answer the question what does the author do etc.... - To understand that pages go in a sequence. - To know that print is read left to right. To understand that print has different purposes not just in books for example menus, signs, lists etc.... - To talk about stories they have heard.
<p>What it looks like at Shawclough</p>	<ul style="list-style-type: none"> - Adults draw children’s attention to the different parts of the book. Adults and children talk about and model handling books and turn pages one at a time. - Adults model and discuss where the text is and that it is read from left to right. - Adults model and discuss pointing out capital letters, full stops and spaces in between each word. - Adults explain the idea of a word and point out some words are longer than others. - Adults regularly read a range of stories and non-fiction texts and engage in extended conversations about stories learning new vocabulary and embedding an early enjoyment and understanding of books.
<p>Comparing, Contrasting and Commenting</p>	<ul style="list-style-type: none"> - To listen to stories with increasing attention and recall. - To anticipate key events and phrases in rhymes and stories. - To begin to be aware of the way stories are structured. - To describe main story settings, events and principal characters. - To enjoy an increasing range of books. - To follow a story without pictures or props.
<p>How it looks at Shawclough</p>	<p>Using range of books and tales tool kit –</p> <p>Discussion about characters, settings, problems and solutions.</p> <p>Children creating own stories using familiar stories e.g. The mitten</p>



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Words in Context and Authorial	<ul style="list-style-type: none"> - To build up vocabulary that reflects the breadth of their experiences. - To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
How it looks at Shawclough	<ul style="list-style-type: none"> - Range of books in nursery - Tales toolkit including in focussed activities and continuous provision - Wellcom - Sounds in the environment - Developing sounds and vocabulary through singing and rhymes - Introduction to set 1 sounds when appropriate
Inference and Prediction	<ul style="list-style-type: none"> - To suggest how a story might end. - To begin to understand 'why' and 'how' questions. - To answer 'how' and 'why' questions about their experiences and in response to stories or events.
How it looks at Shawclough	<ul style="list-style-type: none"> - Range of stories, rhymes and tales toolkit. - Also using other experiences such as planting seeds, colour mixing, construction
Poetry and Performance	<ul style="list-style-type: none"> - To listen to and join in with stories and poems, one-to-one and also in small groups. - To join in with repeated refrains in rhymes and stories. - To use intonation, rhythm and phrasing to make the meaning clear to others. - To develop preference for forms of expression. - To play cooperatively as part of a group to develop and act out a narrative. - To express themselves effectively, showing awareness of listeners' needs.



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How it looks at Shawclough	<p>Learn rhymes, nursery rhymes and songs.</p> <p>E.g.</p> <ul style="list-style-type: none">- Baa Baa Black sheep- Down in the Jungle- Incey Wincey Spider- Row, Row, Row your boat- Twinkle, Twinkle Little Star- The Wheels on the Bus- Wind the Bobbin up- Old mcdonald Had a Farm- Hickory Dickory Dock- The Grand Old Duke of York <p>Using picture books with rhyming narratives such as Julia Donaldson books e.g. The Gruffalo</p>
Non-Fiction	<p>To know that information can be relayed in the form of print.</p>
How it looks at Shawclough	<p>Looking at print in books and devices.</p> <p>Using lyrics in songs displayed on large whiteboard</p>