



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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Reception

<p>Understanding and Correcting Inaccuracies</p>	<ul style="list-style-type: none"> - To listen carefully to stories, rhymes, non-fiction texts and songs. - To talk about what has happened and retell key events or key facts from non-fiction books. To recall and retell key events or facts from texts. - To predict what might happen next based on their knowledge of other stories and experiences. - ELG: Children by the end of Reception: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<p>What it looks like at Shawclough</p>	<ul style="list-style-type: none"> - Continuing examples from nursery and when choosing stories for story time we ensure we choose them so they: Elicit a response: curiosity, anger, excitement, enjoyment, amusement, interest. Have a strong narrative. Extend vocabulary (not too many new words at once). Connect with something the children know/ we're teaching. Use illustrations to support the narrative. - RWI Phonics Programme is used. - Teach what each word means. Explain vocabulary, explain each page in the story the children are reading. - Use different reading activities to help children understand what each word and each page of the book means. 'Think Out loud' strategies to explain vocabulary, word meaning, inference and deduction. Children use strategies to answer questions about the text like, fastest finger first to find an answer to a question, being a detective to figure out an answer that may not be written in the text. Predicting what might happen next. - Teach comprehension. - Short Ditties are read before moving onto larger texts. The children read their ditty three times. By the third time they are reading more fluently and therefore, understanding what they have read.
<p>Comparing, Contrasting and Commenting</p>	<ul style="list-style-type: none"> - To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. - To demonstrate understanding when talking with others about what they have read.
<p>How it looks at Shawclough</p>	<ul style="list-style-type: none"> - Using range of books and tales tool kit – - Discussion about characters, settings, problems and solutions. - Children creating own stories using familiar stories e.g. Handa's surprise or Lost and Found



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<p>Words in Context and Authorial Choice</p>	<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.
<p>How it looks at Shawclough</p>	<ul style="list-style-type: none"> - Range of books shared with the children - RWI – discussing new words e.g. yap when introducing new books or ditties - Tales toolkit in groups and continuous provision
<p>Inference and Prediction</p>	<ul style="list-style-type: none"> - To answer how and why questions about their experiences. - Begin to make inferences with familiar stories
<p>How it looks at Shawclough</p>	<ul style="list-style-type: none"> - Using range of stories and tales toolkit making predictions about what happen and why. - Make predictions using stories and illustrations.
<p>Poetry and Performance</p>	<ul style="list-style-type: none"> - To join in with familiar rhymes and songs



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How it looks at Shawclough</p>	<p>Learn rhymes, nursery rhymes and songs.</p> <p>e.g.</p> <ul style="list-style-type: none"> - Jack and Jill - The Farmers in his Den - Humpty Dumpty - Five Little Speckled Frogs - There as a Princess long ago - Pop Goes the Weasel! - Sing a Song of Sixpence - Hot Cross Buns - I'm a Little Teapot - Hey Diddle Diddle <p>Using picture books with rhyming narratives such as Julia Donaldson books e.g. Room on the Broom</p> <p>List poems</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Fiction</p>	<ul style="list-style-type: none"> - To know that information can be retrieved from books and computers.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How it looks at Shawclough</p>	<ul style="list-style-type: none"> - - Non- fiction books linked to different areas of the continuous provision on display e.g. colours in art. - Age appropriate non-fiction books shared with children.