



# 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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### Year 1

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>National Curriculum</b></p>	<ul style="list-style-type: none"> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>o being encouraged to link what they read or hear to their own experiences</li> <li>o becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>o recognising and joining in with predictable phrases</li> <li>o learning to appreciate rhymes and poems, and to recite some by heart</li> <li>o discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>- understand both the books they can already read accurately and fluently and those they listen to by:             <ul style="list-style-type: none"> <li>o drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>o checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>o discussing the significance of the title and events</li> <li>o making inferences on the basis of what is being said and done</li> <li>o predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding and Correcting Inaccuracies</b></p>	<ul style="list-style-type: none"> <li>- To check that a text makes sense to them as they read and to self- correct.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>What it looks like at Shawclough</b></p>	<ul style="list-style-type: none"> <li>- Use phonics and knowledge of red words (RWI) to decode and reread.</li> <li>- (RWI)</li> <li>- Jump in</li> <li>- Think about the story</li> </ul>



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<p>Comparing, Contrasting and Commenting</p>	<ul style="list-style-type: none"> <li>- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>- To link what they have read or have read to them to their own experiences.</li> <li>- To retell familiar stories in increasing detail.</li> <li>- To join in with discussions about a text, taking turns and listening to what others say.</li> <li>- To discuss the significance of titles and events.</li> </ul>
<p>How it looks at Shawclough</p>	<ul style="list-style-type: none"> <li>- RWI – book talk – throughout the range of activities on the 3 day and 5 day programmes e.g. Think about the story, questions to think about</li> <li>- Using range of books throughout the curriculum and story time. Books in the same series e.g. Harry and his bucket of dinosaurs.</li> </ul>
<p>Words in Context and Authorial Choice</p>	<ul style="list-style-type: none"> <li>- To discuss word meaning and link new meanings to those already known.</li> </ul>
<p>How it looks at Shawclough</p>	<ul style="list-style-type: none"> <li>- RWI – introducing ( red and green words) new vocabulary using pictures, video clips and actions. Links and connections to other words/ familiar vocabulary.</li> <li>- Reading a range of stories linked with the wider curriculum.</li> </ul>
<p>Inference and Prediction</p>	<ul style="list-style-type: none"> <li>- To begin to make simple inferences.</li> <li>- To predict what might happen on the basis of what has been read so far.</li> </ul>



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How it looks at Shawclough	<ul style="list-style-type: none"><li>- RWI – questions to talk about, questions to read and answer, think about the story</li><li>- Predictions on 1<sup>st</sup> read</li></ul>
Poetry and Performance	<ul style="list-style-type: none"><li>- To recite simple poems by heart.</li></ul>
How it looks at Shawclough	<ul style="list-style-type: none"><li>- Continue to recite rhymes and songs.</li><li>- Famous/ classic poems to learn by heart (a minimum of 1 per term)</li><li>- The Owl and the Pussy Cat by Edward Lear</li><li>- Tippy Tappy by Michael Rosen</li><li>- The Morning Rush by John Foster</li><li>- Caterpillar by Christina Rossetti</li> <li>- Other poetry</li><li>- List poems</li><li>- Riddles</li></ul>
Non-Fiction	<ul style="list-style-type: none"><li>- Listening to and discussing a range of non-fiction books at a level at which they can read independently</li></ul>



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<b>How it looks at Shawclough</b>	<ul style="list-style-type: none"><li>- RWI – non fiction texts in each colour book band</li><li>- Sharing non-fiction books linked to the curriculum e.g. Materials in Science, Mary Anning</li></ul>
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