



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 2

National Curriculum	<ul style="list-style-type: none"> – Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ Discussing the sequence of events in books and how items of information are related ○ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ Being introduced to non-fiction books that are structured in different ways ○ Recognising simple recurring literary language in stories and poetry ○ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ Discussing their favourite words and phrases ○ Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear – Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ○ Drawing on what they already know or on background information and vocabulary provided by the teacher ○ Checking that the text makes sense to them as they read, and correcting inaccurate reading ○ Making inferences on the basis of what is being said and done ○ Answering and asking questions ○ Predicting what might happen on the basis of what has been read so far – Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say – Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> – To show understanding by drawing on what they already know or on background information – And vocabulary provided by the teacher. – To check that the text makes sense to them as they read and to correct inaccurate reading.



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<p>What it looks like at Shawclough</p>	<ul style="list-style-type: none"> – Introduce ‘fix it strategies e.g. Pictorial clues, re-reading, reading out loud and slowly. – Vocabulary VIPER – highlighting and teaching tier 2 vocabulary when introducing and revisiting texts. – E.g. – Surface, active, vanished, wander, ashore, scooping, steep, hatchling, species – Page 15 which word means the same as vanished? – Page 17. What does munch mean in the sentence? – Make connections between books, and other books they’ve read and links to the wider world including own experiences.
<p>Comparing, Contrasting and Commenting</p>	<ul style="list-style-type: none"> – To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. – To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. – To discuss the sequence of events in books and how items of information are related. – To recognise simple recurring literary language in stories and poetry. – To ask and answer questions about a text. – To make links between the text they are reading and other texts they have read (in texts that they can read independently).



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How it looks at Shawclough	<ul style="list-style-type: none"> – VIPERS – explain, retrieval sequencing questions – Make links between books they have read e.g. Those by the same author or on the same theme e.g. Allan and Janet Ahlberg – OR – Significant people – Grace Darling or Florence Nightingale. – Retelling and sharing stories using the GIST hand. – Quick on the draw and market place activities. – Sequencing pictures, sentences, story boards, story maps.
Words in Context and Authorial Choice	<ul style="list-style-type: none"> – To discuss and clarify the meanings of words, linking new meanings to known vocabulary. – To discuss their favourite words and phrases.
How it looks at Shawclough	<ul style="list-style-type: none"> – Introduce VIPERS through objects, pictures and texts – Sample Vocabulary questions <ul style="list-style-type: none"> ○ Explain questions ○ E.g. – Do you think Jeans mixture is going to taste nice? Why? – Which is your favourite new words? What does it mean?



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Inference and Prediction	<ul style="list-style-type: none"> – To make inferences on the basis of what is being said and done. – To predict what might happen on the basis of what has been read so far in a text.
How it looks at Shawclough	<ul style="list-style-type: none"> – Introduction of VIPERS – prediction and inference. Make predictions when using pictures, starting new books, using hooks and objects and throughout 1st reading. – Use I predict, I think, I wonder, I see... – Prediction questions e.g. – Who do you think Grace Darling is? -looking at the front cover... Do you think this is a fiction or non-fiction book? What do you think Grace Darling does? After reading the blurb... How do you think Grace Darling might save people? Pg. 10/11 – what do you think Grace will do now? – Inference questions e.g. – How do you think the boy felt when he dropped his sandwich? How do you think the badger felt when the other animals kept getting the sandwich? – Inference – children have to look for clues like a detective (magnifying glasses) to help us find the right answer!



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Poetry and Performance	<ul style="list-style-type: none">– To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
How it looks at Shawclough	<ul style="list-style-type: none">– Famous/ classic poems to learn by heart (a minimum of 1 per term)– Each Peach Pear Plum by Allan and Janet Ahlberg– The Rhythm of Life by Michael Rosen– Plum by Tony Mitton– Fruit Picking by Jack Ousbey– Here is the Seed by John Foster– The House That Jack Built– Other poetry– Acrostic– Alliteration– Onomatopoeia– Shape poems
Non-Fiction	<ul style="list-style-type: none">– To recognise that non- fiction books are often structured in different ways.



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How it looks at Shawclough	<ul style="list-style-type: none">– Read non-fiction books in each term in English lessons.– Non-fiction read to children in reading time.– Non-fiction books celebrated and shared with children in library time.– Look at features such as contents page, index, page numbers, headings.
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