



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.



Curriculum Progression Map Reading- Comprehension

Year 3

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum</p>	<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading books that are structured in different ways and reading for a range of purposes – using dictionaries to check the meaning of words that they have read – increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally – identifying themes and conventions in a wide range of books – preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action – discussing words and phrases that capture the reader’s interest and imagination – recognising some different forms of poetry [for example, free verse, narrative poetry] <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> – checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context – asking questions to improve their understanding of a text – drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence – predicting what might happen from details stated and implied – identifying main ideas drawn from more than one paragraph and summarising these – identifying how language, structure, and presentation contribute to meaning – retrieve and record information from non-fiction – participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding and Correcting Inaccuracies</p>	



Curriculum Progression Map Reading- Comprehension

What it looks like at Shawclough	<ul style="list-style-type: none">- Develop and use fix it strategies e.g.- Pictorial clues- Read out loud- Look for words within words- Slow down- Re-read the sentence - Vocabulary VIPER- e.g.- Which word tells you that the woolly mammoth is very dirty?- Why does the author use the word 'terribly' instead of 'very'? - Comprehension monitoring – does it make sense?-
Comparing, Contrasting and Commenting	<ul style="list-style-type: none">- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.- To use appropriate terminology when discussing texts (plot, character, setting).



Curriculum Progression Map Reading- Comprehension

<p>How it looks at Shawclough</p>	<ul style="list-style-type: none"> - VIPERS – explain, retrieval summarising questions - Explain question e.g. - Explain why the author used the word scrubbing? (A: to show the girl needs to use effort/ the woolly has thick fur, it’s a better word than wipe. - Which part was the most interesting and why? - Explain which phrase the author used effectively. (terribly, tickly tummy, alliteration and it shows the intensity of the tickle) - Which of the following is the most suitable summary of the story? - What was the first thing that happened in the story? - Quick on the draw and market place activities. - Retelling and sharing stories using the GIST hand.
<p>Words in Context and Authorial Choice</p>	<ul style="list-style-type: none"> - To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - To discuss authors’ choice of words and phrases for effect.
<p>How it looks at Shawclough</p>	<ul style="list-style-type: none"> - Comprehension monitoring e.g. fill the gap activities - VIPERS – vocabulary and explain e.g. - Explain which phrase the author used effectively. (terribly, tickly tummy, alliteration and it shows the intensity of the tickle)



Curriculum Progression Map Reading- Comprehension

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference and Prediction</p>	<ul style="list-style-type: none"> - To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. - To justify predictions using evidence from the text.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How it looks at Shawclough</p>	<ul style="list-style-type: none"> - VIPERS – prediction and inference Prediction questions e.g. <ul style="list-style-type: none"> - From the front cover, what do you think the book is about? - What do you think happened before the story? - What do you think happens next? - Why do you think the characters have weapons? - Have you changed your mind about your prediction? Why? Inference eg <ul style="list-style-type: none"> - Why does the author write “maybe not” at the end of the story? - Why did the boy say that Om didn't look like any girls he knew? - Why did the boy say that he didn't understand anything that Om's family were saying? - Role on the wall activities
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry and Performance</p>	<ul style="list-style-type: none"> - To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. - To begin to use appropriate intonation and volume when reading aloud.



Curriculum Progression Map Reading- Comprehension

How it looks at Shawclough	<ul style="list-style-type: none">- Read and perform poems and play scripts e.g. What the ladybird heard play script - Famous/ classic poems to learn by heart (a minimum of 1 per term)- On the Ning Nang Nong by Spike Milligan- The Adventures of Isabel by Ogden Nash- Nature Trail by Benjamin Zephaniah- The Book by Michael Rosen- I was born in the Stone Age by Michael Rosen - Other poetry- Simile poems- Limericks- Question and Answer poems - Perform individually, in small groups and as a class.
Non-Fiction	<ul style="list-style-type: none">- To retrieve and record information from non- fiction texts.



Curriculum Progression Map Reading- Comprehension

<p>How it looks at Shawclough</p>	<ul style="list-style-type: none">- Read non-fiction books in each term in English and topic lessons.- Non-fiction read to children in reading time.- Non-fiction books celebrated and shared with children in library time. - Look at features for finding information quickly e.g. contents and index pages. Page headings, page numbers sub-headings. Using different reading activities such as market place, quick on the draw, quizzes. - Understand how a dictionary is organised.
---------------------------------------	---