



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 4

<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>	



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<p>What it looks like at Shawclough</p>	<ul style="list-style-type: none">- Develop and use Fix it strategies:- Read out loud- Look for words within words- Slow down- Re-read the sentence- Use context clues- Looking up a word in a dictionary - Vocabulary VIPERe.g.- Can you explain what you think the word fickle means?- What words tell you that Badger is cross with Toad? - Comprehension monitoring – does it make sense? - Cloze paragraphs (fill in missing words that make sense)
<p>Comparing, Contrasting and Commenting</p>	<ul style="list-style-type: none">- To discuss and compare texts from a wide variety of genres and writers.- To read for a range of purposes.- To identify themes and conventions in a wide range of books.- To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).- To identify how language, structure and presentation contribute to meaning. - To identify main ideas drawn from more than one paragraph and summarise these.



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<p>How it looks at Shawclough</p>	<ul style="list-style-type: none">- VIPERS – explain, retrieval summarising questions- Explain to include authorial style questions e.g.- Why do you think the author chose the word ‘steely’ to describe the sky?- Quick on the draw and market place activities.- Creating posters, information texts using information from texts read e.g. Andy Goldsworthy.- Summarising texts orally and using different graphic organisers- Boxing up or feature finding activities
<p>Words in Context and Authorial Choice</p>	<ul style="list-style-type: none">- Discuss vocabulary used to capture readers’ interest and imagination.
<p>How it looks at Shawclough</p>	<ul style="list-style-type: none">- VIPERS – vocabulary and explain e.g.- Why does it say, ‘<i>without thinking</i>’ ?- How does the author make it seem as though Emily has no hope of escape?



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Inference and Prediction	<ul style="list-style-type: none"> - To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. - To justify predictions from details stated and implied.
How it looks at Shawclough	<ul style="list-style-type: none"> - VIPERS – prediction and inference <p>Prediction e.g.</p> <ul style="list-style-type: none"> - Who do you think this is? - What do you think she is saying? - What do you think they do now? Why? <p>Inference eg</p> <ul style="list-style-type: none"> - At the start of the story, how did Emily feel and how do we know? - Describe what it was about the beetle that caught her eye. - Why do you think she touched the beetle? <ul style="list-style-type: none"> - Role on the wall activities
Poetry and Performance	<ul style="list-style-type: none"> - To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). - To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.



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How it looks at Shawclough	<ul style="list-style-type: none">- Perform different play scripts as part of a group. - Famous/ classic poems to learn by heart (a minimum of 1 per term)- Life Doesn't Frighten Me by Maya Angelou- Please Mrs Butler by Allan Ahlberg- The Quangle Wangle's Hat by Edward Lear- From a Railway Carriage by Robert Louis Stevenson- Sick by Shel Silverstein- Mr Moore by David Harmer- Chocolate Cake by Michael Rosen - Look at examples of different poetry e.g. narrative (chocolate cake), diamante, kennings, haikus- Discuss different features of these poems.- Perform poems individually, in pairs and groups using intonation, tone, volume and actions.
Non-Fiction	<ul style="list-style-type: none">- To retrieve and record information from non-fiction texts.



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How it looks at Shawclough	<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 and presenting information in different ways such as posters and charts. - Use a dictionary to check word meanings.
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