Curriculum Progression Map Reading- Comprehension

Shawclough Community School Independent enquirers Effective participators Reflective learners Creative thinkers Self managers Team workers	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 5

National Curriculum	***Reading: comprehension*** – *Maintain positive attitudes to reading and understanding of what they read by:* ○ Continuing to read and discuss an increasingly 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 ○ Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ○ Recommending books that they have read to their peers, giving reasons for their choices ○ Identifying and discussing themes and conventions in and across a wide range of writing ○ Making comparisons within and across books ○ Learning a wider range of poetry by heart ○ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. – *Understand what they read by:* ○ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ Asking questions to improve their understanding ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ○ Distinguish between statements of fact and opinion ○ Retrieve, record and present information from non-fiction – Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously – Predicting what might happen from details stated and implied – Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas – Identifying how language, structure and presentation contribute to meaning – Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary – Provide reasoned justifications for their views.

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Understanding and Correcting Inaccuracies	
What it looks like at Shawclough	– Develop and use – Fix it strategies: – Read out loud – Look for words within words – Slow down – Re-read on and back a sentence – Use context clues – Making connections about what you have already read. – Asking questions – Using a dictionary – Vocabulary VIPER – e.g. – What is a porter? Define ‘distinctly’. Define ‘triumphantly’. Why was Mr Brown feeling triumphant? What is a ‘stowaway’? What does it mean if a name is distinguished? Define ‘gingerly’. – Comprehension monitoring – does it make sense?

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Comparing, Contrasting and Commenting	– To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. – To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. – To identify main ideas drawn from more than one paragraph and to summarise these. – To recommend texts to peers based on personal choice.
How it looks at Shawclough	– VIPERS – explain, retrieval summarising questions – Quick on the draw and market place activities. – Timed oral and written summaries – Boxing up or feature finding activities – Book reviews
Words in Context and Authorial Choice	– To discuss vocabulary used by the author to create effect including figurative language. – To evaluate the use of authors' language and explain how it has created an impact on – the reader.

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How it looks at Shawclough	– Figurative language included in VIPERS – Vocabulary and explain – e.g. – What is your impression of the highwayman in stanza two? – What can we learn about Bess from this part of the poem?
Inference and Prediction	– To draw inferences from characters' feelings, thoughts and motives. – To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
How it looks at Shawclough	– VIPERS – prediction and inference – Prediction e.g. – When you are introduced to Grendel, predict what he might do and why Do you think Beowulf can defeat Grendel? – At the end of Page 25, predict what will happen. Predict what will destroy the peace. – Inference e.g. – Why is Tim the ostler mad? – Why are they there? – There was death at every window…what does Bess mean here? – Which words, phrases or sentences tell you this? – Role on the wall activities

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Poetry and Performance	– To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
How it looks at Shawclough	– Perform and read aloud poems stories and information using intonation, tone, volume and action. – Famous/ classic poems to learn by heart (a minimum of 1 per term) – The Tyger by William Blake – The Tale of Custard The Dragon by Ogden Nash – The Highwayman by Alfred Noyes – Words Are Ours by Michael Rosen – Other poetry – Narratives – Blackout poems – Poems using metaphors
Non-Fiction	– To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

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How it looks at Shawclough	– Look at features for finding information quickly e.g. contents and index pages, page headings, page numbers sub-headings, glossary images and captions. Using different reading activities such as market place, quick on the draw, quizzes and presenting information in different ways such as posters, diagrams, charts and writing own texts. – Use a dictionary to check word meanings, word classes and examples.