



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 6

National Curriculum	<p>Reading: comprehension</p> <ul style="list-style-type: none"> – <i>Maintain positive attitudes to reading and understanding of what they read by:</i> <ul style="list-style-type: none"> ○ 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. – <i>Understand what they read by:</i> <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none">– Use and apply– Fix it strategies:– Read out loud– Look for words within words– Slow down– Read on and back a sentence– Use context clues– Making connections about what you have already read.– Look at what type of word it could be e.g. noun, adjective, verb– Thinking of author's purpose – Vocabulary VIPER– e.g.– coastline, vast, island, destination, climate, typically, regions, mountainous, strainer, inhabit, continuously, – Comprehension monitoring – does it make sense?



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Comparing, Contrasting and Commenting	<ul style="list-style-type: none">– To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.– To recognise more complex themes in what they read (such as loss or heroism).– To 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.– To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.– To draw out key information and to summarise the main ideas in a text.– To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.– To compare characters, settings and themes within a text and across more than one text.
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How it looks at Shawclough	<ul style="list-style-type: none"> – VIPERS – explain, retrieval summarising questions – Quick on the draw and market place activities. – Paired, small group and whole class discussions about texts. – Highlighting key words, deleting insignificant words to identify themes and summarise – Identifying themes in the range of books read. E.g. the raven, Mufaro’s daughter, Ahmed’s secret – Book reviews – Reading for pleasure – time for class reading
Words in Context and Authorial Choice	<ul style="list-style-type: none"> – To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
How it looks at Shawclough	<ul style="list-style-type: none"> – VIPERS – vocabulary and explain. – e.g. population, influence, acropolis, citadel, democracy, outcrop, – How has the author shown Manyara’s determination? Can you identify the themes within the text. Which story is it similar to?



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Inference and Prediction	<ul style="list-style-type: none"> – To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). – To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
How it looks at Shawclough	<ul style="list-style-type: none"> – VIPERS – prediction and inference – Prediction e.g. – Use the book covers to make prediction. Who do you think Mufaro is? What is the purpose of this story? What's happening off the page? Pictures to sequence and predict story before reading. Pause reading and predict what will happen next and why. – Inference e.g. – Are the sisters close? Use the text to find evidence to support your answer. Where is this place? Has she been there before? Does she want to visit? Why might she want to visit? – Role on the wall activities
Poetry and Performance	<ul style="list-style-type: none"> – To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



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How it looks at Shawclough	<ul style="list-style-type: none"> – Perform and present stories, poems and information clearly and precisely to engage the audience. – market place information, – Famous/ classic poems to learn by heart (a minimum of 1 per term) – In Flanders Field by John McCrae – Meeting Midnight by Carol Ann Duffy – The Way Through the Woods by Rudyard Kipling – The Jabberwocky by Lewis Carroll – McCavity: The Mystery Cat by TS Eliot – Ozymandias by Percy Bysshe Shelley – My Mother Saw A Dancing Bear by Charles Causley – Other poetry – Personification – Build on narrative – Rhyming couplets
Non-Fiction	<ul style="list-style-type: none"> – To retrieve, record and present information from non-fiction texts. – To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).



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How it looks at Shawclough	<ul style="list-style-type: none">– 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 and presentations in different subjects.
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