

Overview & Progression for Teaching of Reading Comprehension

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Retrieval</u> VIP words strategy Breakdown and Repair	<u>Predicting</u> I wonder Inference Background Knowledge	<u>Sequencing & Summarising</u> VIP words	<u>Retrieval</u> VIP words strategy Breakdown and Repair	<u>Predicting</u> I wonder Inference Background Knowledge	<u>Sequencing and Summarising</u> VIP words
<u>Connections and Comparing</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Inference</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Vocabulary and Impact on Reader/Evaluation</u> Visualise Breakdown and Repair I wonder Inference	<u>Connections and Comparing</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Inference</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Vocabulary and Impact on Reader/Evaluation</u> Visualise Breakdown and Repair I wonder Inference

Structure of Teaching - 3 week cycle.

Week 1	Week 2	Week 3
Discuss comprehension skill and what reading strategies can support developing the skill. Adult to model the use of strategies with a text and then use them to be able to demonstrate the skill. In Literacy, children will be becoming familiar with a text as part of the unit work therefore this is an opportunity to gather evidence for reading.	Reminder of strategies that can support developing the skill. Group and paired use of the strategies with a text and then use them to demonstrate the skill.	Reminder of strategies that can support developing the skill. Paired and independent use of the strategies with a text and then use them to demonstrate the skill in response to a question(s).
Evidence: books and/or seesaw (in Literacy at least one piece of evidence in books).	Evidence: seesaw and/or books.	Evidence: books.
Minimum expectations for use each week: 1 Literacy lesson 1 Guided Reading session 1 Project/other curriculum lesson 2 Reading for Pleasure/Reading to the class sessions - no evidence (part of classroom practice)		

Progression in Reading Comprehension Skills

Retrieval	
Key Stage 1 Years 1 & 2	Find VIP words in the text and underline. Respond to who, what, where, questions.
Lower Key Stage 2 Years 3 & 4	Respond to who, what, where, questions. Text highlighting to unpick key information - use different colours to identify the different vIP words (what, where, who). Identify evidence in a text to questions. Respond to true or false questions looking for key information in the text.
Upper Key Stage 2 Years 5 & 6	Respond to who, what, where, questions. Text highlighting to unpick key information - use different colours to identify the different vIP words (what, where, who). Identify evidence in a text to questions. Respond to true or false questions looking for key information in the text. Respond to questions with multiple choice answers. Respond to questions identifying fact or opinion in a text Identify character likes/dislikes in a text Examine retrieval question styles from SATs papers and give practise of these. Recognise synonyms used in questions, finding the correct information in the text.

Connections and Comparing	
Key Stage 1 Years 1 & 2	Draw upon what they already know or background knowledge (this can be provided by adults) starting to link this with the text. Recognise similarities between texts when listening to them. Recognise similar themes in texts and start to try and give examples. Start to recognise differences between texts when listening to them.
Lower Key Stage 2 Years 3 & 4	Draw upon background knowledge and use this when discussing a text. List similarities and differences in texts and start to use some evidence to support. Recognise similar themes in texts and provide examples. Recognise similarities in characters in texts providing some evidence to support ideas.
Upper Key Stage 2 Years 5 & 6	Use background knowledge to compare a text with and discuss similarities/differences. List similarities and differences within the text using evidence to support ideas. List similarities and differences between/across texts using evidence to support ideas. Unpick and discuss common themes in a text and how texts are linked by this. Recognise similarities and differences in characters in text providing evidence to explain ideas. Identify key differences in texts with similar themes and provide evidence to support ideas.

Predicting	
Key Stage 1 Years 1 & 2	<p>Come up with some questions what is happening and support children in thinking about what consequences this might have for the rest of the text.</p> <p>Use what is already known and background knowledge to think about what this could mean for the rest of the text.</p> <p>After hearing some of the events that have happened, make a prediction of what might happen next starting to give some reasons for their thinking.</p>
Lower Key Stage 2 Years 3 & 4	<p>Use I wonder strategy to think about characters and events to help create a prediction of what might happen.</p> <p>Connect background knowledge with the text to help predict what might happen next, starting to provide some evidence from the text.</p> <p>Based on events so far, predict what might happen next drawing upon evidence from the text.</p>
Upper Key Stage 2 Years 5 & 6	<p>Use the I wonder strategy to think about characters (actions and intentions) and events to develop a prediction, using evidence from the text to support ideas.</p> <p>Connect background knowledge to the text to predict what might or might not happen giving reasons and evidence from the text to support ideas.</p> <p>Consider the events, characters and vocabulary in the text and think about what might happen next based on their actions and use inference to consider any plot twists/plot conventions in formulating a prediction. Use evidence from the text to support ideas.</p>

Sequencing & Summarising	
Key Stage 1 Years 1 & 2	<p>Recognise and join in with predictable phrases.</p> <p>Become familiar with key stories and retell these including key characters and events.</p> <p>Make use of a 5 finger summary to pull out key information.</p> <p>Discuss the sequence of events in books and how information is related.</p> <p>Respond to questions where statements to summarise each section of a text needs to be placed in the correct order.</p>
Lower Key Stage 2 Years 3 & 4	<p>Retell orally an increasing amount of familiar stories.</p> <p>Identify main ideas drawn from more than one paragraph and summaries these - provide a sentence/statement for these.</p> <p>Identify key words that help provide a main idea from a paragraph/section of text.</p> <p>Respond to questions where statements to summarise sections are provided and they need to be ordered.</p>
Upper Key Stage 2 Years 5 & 6	<p>summarising main ideas drawn from more than one paragraph identifying key detail that support the main ideas.</p> <p>Retell orally an increasing amount of familiar stories.</p> <p>Identify main ideas drawn from more than one paragraph and summaries these - provide a sentence/statement for these.</p> <p>Identify key details in a text that supports the main ideas.</p> <p>Identify key words that help provide a main idea from a paragraph/section of text.</p> <p>Respond to questions where statements to summarise sections are provided and they need to be ordered.</p> <p>Respond to questions where a main idea is given and the section this describes needs to be found. (E.g. which sections informs the reader about....?)</p>

Inference

<p>Key Stage 1 Years 1 & 2</p>	<p>Read what a character/person has said and identify how the character may feel. Read what a character/person has said and identify what the character might think. Start to talk about why the character feels and thinks this - may use own experiences (background knowledge to support ideas). Read about what a character/person has done and identify how the character might be feeling. Read what a character/person has done and identify what the character might be thinking. Consider why a character/person may have done something. Consider what a character has done in the text and think about why. Drama activities to support developing inference in role as characters. Respond to questions asking about character motives - why has done this? Respond to questions about how a character is feeling. Respond to questions about character motives (e.g. why did cowboys become friends?) Respond to questions where there is a statement and explain why. (E.g. Berinf a park keeper is good for Liam. Why?)</p>
<p>Lower Key Stage 2 Years 3 & 4</p>	<p>Draw inferences about character's feelings and give evidence to support ideas. Draw inferences about a character's thought and give evidence to support ideas. Draw inferences about a character's motives and give evidence to support ideas. Drama activities to act in role as a character to support developing inferences followed by explaining which part of the text gave ideas to support the drama. Respond to questions where clues from the text are needed to support inferences made about thoughts, feelings or actions. Respond to questions where a statement about someone's feelings are given and provide evidence to support this from the text. Respond to questions where a general statement is made and provide evidence from the text to support it (e.g. Bees are important to the human race. Give two ways they are important).</p>
<p>Upper Key Stage 2 Years 5 & 6</p>	<p>Draw inferences about character's feelings and give specific evidence to support ideas. Draw inferences about a character's thought and give specific evidence to support ideas. Draw inferences about a character's motives and give specific evidence to support ideas. Provide reasoned justification for views. Respond to questions where clues from the text are needed to support inferences made about thoughts, feelings or actions (include multiple choice answers). Respond to questions where character's reactions are compared and identify why this might be inferring thoughts, feeling or motives. Respond to questions where a statement about someone's feelings are given and provide evidence to support this from the text. Respond to questions where a general statement is made and provide evidence from the text to support it (e.g. Bees are important to the human race. Give two ways they are important). Respond to questions asking what impressions are given to the reader from the text. (e.g. what impressions do you get of the house? Give two impressions using evidence from the text).</p>

Vocabulary and Impact on the Reader/Evaluation

Key Stage 1 Years 1 & 2	<p>Discuss word meanings, linking new meanings to those already known and progress to clarifying word meaning.</p> <p>Discuss the significance of the title and events.</p> <p>Discuss favourite words and phrases.</p> <p>Participate in discussions about texts, taking turns and listening to others.</p> <p>Respond to questions where a section of text is quoted and meaning of the sentence is provided as multiple choice.</p> <p>Respond to questions where specific word/words need to be identified from the text.</p>
Lower Key Stage 2 Years 3 & 4	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words and phrases that capture the reader's interests and imagination.</p> <p>Ask questions about a text to improve understanding.</p> <p>Check that the text makes sense and discuss understanding and explain the meaning of words in context.</p> <p>Identify how language, structure and presentation contributes to meaning.</p> <p>Participate in discussions about texts, listening to the views of others.</p> <p>Respond to questions to find and copy a word/words in a text that show a particular meaning.</p> <p>Respond to questions where a word from the text is highlighted and need to clarify/state word meaning.</p> <p>Respond to questions where a sentence from the text is given and the answer to the questions relies on a clear understanding of word meaning (e.g. the text refers to the bumblebees cousins. Who are the cousins?).</p> <p>Respond to multiple choice questions to show clarification of word meaning.</p>
Upper Key Stage 2 Years 5 & 6	<p>check a book makes sense by discussing understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Identify how language, structure and presentation contributes to meaning.</p> <p>Discuss and evaluate how author's use of language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussion about a text, listening to the views of others.</p> <p>Respond to questions to find and copy a word/words in a text that show a particular meaning.</p> <p>Respond to questions where a word from the text is highlighted and need to clarify/state word meaning.</p> <p>respond to questions where there is a need for examples for a particular feeling/theme being used in the text. (E.g. give examples of humour being used).</p> <p>Respond to multiple choice questions to show clarification of word meaning.</p>