

READING – Comprehension 2

Intent

At Lostock Hall Primary School we intend: - for children to become enthusiastic and motivated readers - to develop children's confidence in reading a wide variety of genres and text types - for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read. - to encourage a love of literature and an enjoyment of reading for pleasure - to use reading to provoke thought within children.

Implement

Implementation What do we teach? What does this look like? Our aim is to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We have a skills based approach to reading using skills within regular Guided Reading lessons. (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise). In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons. In early KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways. We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class. All children have daily opportunities to read a variety of material in school.

Impact

Impact Regardless of background, ability or additional needs, by the time children leave Lostock Hall, they will: - be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types - have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read - be inspired by literature and will read for pleasure.

READING: COMPREHENSION²

| Reception and ELG | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-------------------|--|--|--|--------|--|--------|
| | Understand both the books they can already read accurately and fluently and those they listen to by: | | Understand what they read in books they can read independently by: | | Understand what they read by: | |
| | Drawing on what they already know or on background information & vocab provided by the teacher. | Drawing on what they already know or on background information & vocab provided by the teacher. | | | | |
| | Checking that the text makes sense to them as they read & connecting inaccurate reading. | Checking that the text makes sense to them as they read & connecting inaccurate reading. | Checking that the text makes sense to them, discussing their understanding & explaining the meaning of words in context. | | Checking that the book makes sense to them, discussing the understanding & exploring the meaning of the words in context. | |
| | Discussing the significance of the title & events. | | | | | |
| | Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of | Making inferences on the basis of what is being said and done. | Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence. Predicting what might happen from details stated & implied. | | Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence. Predicting what might happen from details stated & implied. | |

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| Read & understand simple sentences. ELG | what has been read so far. | Predicting what might happen on the basis of what has been read so far. | | |
| Demonstrate understanding when talking to others about what they have read. ELG | | Answering and asking questions . | Asking questions to improve their understanding of the text. | Asking questions to improve their understanding. |
| | | | | Provide reasoned justifications for their views. |
| | | | | Discuss and evaluate how authors uses language , including figurative language, considering the impact on the reader. |
| | | | Identifying main ideas drawn from more than one paragraph & summarise these. | Summarising the main idea drawn from more than one paragraph, identifying key details that support the main idea. |
| | | | Identifying how language structure & presentation contribute to meaning. | Identifying how language structure & presentation contribute to meaning. |
| | | | Retrieve and record information from non-fiction. | Retrieve, record & present information from non-fiction . |
| | | | | Distinguish between statements of fact & opinion . |

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| | Participate in discussion about what is read to them, taking turns & listening | Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say. | Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say. | Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously. |
| | Explain clearly their understanding of what is read to them. | Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves. | | Explain & 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. |