Springfield Junior School

Curriculum Content for Reading Comprehension

Aims and Vision:

Our aim is for pupils to be able to read a range of age appropriate texts fluently (showing control of phrasing, rate, pauses and emphasis) and to be active readers who are constantly thinking (making connections between books and other books, themselves and the world around them). They should be reading widely and frequently, outside as well as in school, for pleasure and information.

Reading Skill	Prior Learning	Year 3	Year 4	Year 5	Year 6
Retrieval	Children explain their understanding of what they have read themselves by answering questions about what has just happened.	Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.
Inference	Make multiple choice inference from one part of the text Make an inference from one part of the text without further explanation	Make multiple choice inference from one part of the text Make 1 or 2 inferences from one part of the text without further explanation How does… the Reading Race make children want to read more books than they usually do? Why did.. he do these things? What does this show us about… how Akimbo behaves with his father. Why did… Akimbo like the elephants best?	Make an inference from one part of the text Which … family member did not notice that Mandy was in a bad mood? Explain an inference. How do you know? Make and explain 2 separate inferences from one part of the text. Explain how.. Mandy normally behaved at school. How do you know… that the ice is difficult to work with? How else does… he try to make Naam-peng feel small? How can you tell… that the child has heard the tale many times before?	Make and explain 2 separate inferences from one part of the text. Describe what… was like using evidence from the text. Why was… (Toto important?) Why might people prefer…. (found instrucments to normal instruments) How can you tell… Lenny enjoyed The Big Trash Band's performance? What evidence from the text tells the reader… (this could be true).	Make and explain 2 separate inferences (that may contain a contrast) from the text (may be from separate sections) with evidence. Question. Give two impression of….(Piper's house) Using the text to support your answer. Explain …(how bumble bees are important) Give two reasons why… (he doesn't want to part with it). What suggests that…. (bumble bees are important). What else in the text tells us… (that giant pandas could be dangerous animals. What other impressions do you get… (of his grannie in the same verse). How can you tell… (Edward was determined to find the game)
Predicting	Predict from multiple choices what might happen from details stated and implied	Predict from multiple choices what might happen from details stated and implied	Predict what might happen from details stated and implied using 1 bit of evidence	Predict what might happen from details stated and implied using 2 bits of evidence	Predict what might happen from details stated and implied using 3 bits of evidence

					Do you think… Martine will change her behaviour on future giraffe rides?
Summarising		Summarise main ideas from more than one paragraph by… completing a sentence. … numbering events 1-5 Matching 6 boxes.	Summarise main ideas from more than one paragraph. What happened to Ignatius' sense of smell as he grew up? After reading the text, why should people think Mandy behaved badly?	Summarise the actions of certain nouns from multiple choice. Summarise main ideas from more than one paragraph. What was different and why was it different?	Identify the location of a key idea. Which section of the leaflet is likely to… inform readers they are unlikely to be stung? Which statement best summarises p5 from multiple choice. Summarise the main idea of a section in one sentence from multiple choice. Which sentence best describes the farmhouse? Summarise main ideas from more than one paragraph. What was different and why was it different?
Analyse Language and Structure	NA	Find and copy one word from a poem which rhymes with … Find and copy one word that… makes camping sound exciting. .. that shows plants grow quickly. Explain why layout feature. E.g Why a sentence is written on its own line. Why certain words are written as capitals	Find and underline one/two word(s) that tell(s) you… From a 5 line extract. Label the 5 parts of a non-fiction text. Explain why layout feature. E.g Why a sentence is written on its own line. Why certain words are written as capitals	Find and copy one phrase that shows…. From page 2. Explain why layout feature. E.g Why a sentence is written on its own line. Why certain words are written as capitals Noticing and continuing a rhyming pattern in the text. Where would you expect to find this text. Mulitple choice.	Give one example of the use of humour in a text. Explain what a word suggests to the reader about an action with multiple choice.
Clarifying Vocabulary	Children discuss new word meanings and link them to words that they already know, including root words.	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture, finding root words and breaking words down.	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know.	Children read around the word and are taught to explore its broader meaning within a section or paragraph.	Children read around the word and independently explore its broader meaning within a section or paragraph.
Questioning	Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words and begin to	Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion

	be able to change their questions as they progress through the text.			discussion deeper and beyond the text, which the children begin to use.	deeper and beyond the text.
Fluency		(With age appropriate texts) Mostly appropriate use of expression (pitch and intonation). Speech-like delivery for the most part. Mostly meaningful phrasing and mostly appropriate response to punctuation.so that meaning is carried. Some control of rate so that reading is not too quick or slow. Often smooth reading with exception of unfamiliar words and complex language features. Mostly self-correct.		(With age appropriate texts) Appropriate use of expression used throughout. Intonation and pitch demonstrate understanding of text. Meaningful phrasing and consistent and appropriate response to punctuation –so that meaning is enhanced. Control of rate so that meaning is enhanced. Consistently self-correct	
Enjoyment of Reading		Pupils can speak enthusiastically about a book and give two reasons why they like it.	Pupils can speak enthusiastically about several books and give several reasons why they enjoyed them.	Pupils can speak enthusiastically about a number of books and a particular author giving reasons for their preferences.	Pupils can speak enthusiastically about books, authors and genres giving detailed reasons for their preferences.
Key vocabulary to Incorporate (bonus words)		Agree, anticipate, assess, basic, chapter, combine, complete, content, contrast, convince, define, defend, demonstrate, develop, entire, entertain, evaluate, experiment, feature, focus, frequent, illustrate, impact, indicate, inspire, locate, observe, organise, represent, reveal, risk, sequence, signals, solve, typical, variety	Alternate, argument, associate, attempt, break down, conclude, connect, construct, convert, convince, combine, compassion, compose, disclose, distinguish, define, detect, effect, escalate, example, integrate, identical, interpret, modify, outcome, overall, persuade, protagonist, provide, react, reason, reproduce, retrieve, substitute	Affect, alternative, appraise, aspect, classify, component, compose, considerable, contribute, criticise, despite, differentiate, discriminate, establish, evident, expand, factor, generalise, imply, infer, instance, justify, range, resolve, shift, separate, specific, structure, summarise, minor, major	Analyse, apparent, appraise, appropriate, categorise, classify, compile, concept, consequent, context, deduce, demonstrate, dramatise, emerge, emphasis, evolve, formulate, hypothesise, initial, manipulate, memorise, paraphrase, perceive, perspective, prior, prioritise, specify, strategy, style, subsequent, sustain, technique.