

Lostock Hall Primary School
English Curriculum Progression Map

ENGLISH

READING – Comprehension 1

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: COMPERHENSION'

Reception and ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Develop pleasure in reading, motivation to read, and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they read by:	
	Listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that of which they can read independently.	Listening to & discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that of which they can read independently.	Listening to & discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Continuing to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to link what they read or hear read to their own experiences.					
		Discussing the sequence of events in books& how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes .		Reading books that are structured in different ways and reading for a range of purposes .	
			Using dictionaries to check the meaning of words that they have read.			

				Recommending books that they have read to their peers giving reasons for choices.
Recognising & joining in with predictable phrases .	Recognising single recurring literary language in stories and poems.			
	Discussing their favourite words & phrases.	Discussing words and phrases that capture the reader's interest and imagination.		
		Identifying themes & conventions in a wider range of books	Identifying & discussing themes and conventions in and across a range of writing.	
			Making comparisons within and across books.	
		Recognising some different forms of poetry (e.g. free verse, narrative poetry).		
Learning to appreciate rhymes and poems and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to reads aloud and perform, showing understanding through intonation, tone, volume and action.	Learning a wider range of poetry by heart. Preparing poems and play scripts to reads aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
	Being introduced to non-fiction books that are structured in different ways.			
Discussing word meaning , linking new meaning to those already known.	Discussing & clarifying the meaning of words , linking new meaning to known vocabulary.			