

The Three Schools

Comprehension Curriculum Map

	Autumn	Spring	Summer
Reception	Responses – To be able to talk about preferences. Eg: I like the Princess because she helps the Prince. Prediction – To predict what might happen? Eg: What do you think will happen next? Sequencing - To begin to be aware of the way stories are structured. To follow a story without pictures or props. Eg: Can you order these parts of the story? What happened first, next....? Vocabulary: To understand the meaning of new words Eg: What does X mean? Texts: Head to Tail Families, Families, Families Rollercoaster ride around the body Me on the Map Incredible You The Wide Awake Hedgehog Little Glow Kitchen Disco Oliver's Wood Drawing Club Colour Monster Supertato 3 Little Pigs Shape Trilogy Trapdoor Breakfast Funny Bones Hansel and Gretel Rama and Sita The Diddle That Dummed Poetry: Sing a song of sixpence	Responses – To relate texts to own experience. Eg: How do you know ...? Literal Retrieval – To be able to answer questions about the text. Eg: Tell me two things you know about? What did you find out? Inference - To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. Eg; (Looking at pictures) What might they be feeling? How do you know? Vocabulary: To understand the meaning of new words Eg: What does X mean? Texts: Rocket Mole Space Travel Astro Girl Look Up! How to Catch a Star QPootle 5 George Saves the World by Lunchtime Clean Up! Dear Earth Greta and the Giants Somebody Swallowed Stanley The Snail and the Whale Drawing Club Rocketmole Gingerbread Man Look Up! Animation – Button Moon QPootle 5 Spring 2 - TBC	Clarifying – To be able to make connections and comparisons in texts. Eg: How does the story change from the beginning to the end? Inference - To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. Eg; (Looking at pictures) What might they be feeling? How do you know? Vocabulary: To understand the meaning of new words Eg: What does X mean? Focus on all comprehension skills taught so far. Texts: Monkey Puzzle Chickens aren't the only ones Tad Bog baby Pip and Egg Actual Size Mrs Armitage on Wheels Naughty Bus Emma Jane's aeroplane The Train Ride The Treasure of Pirate Frank We're going to find the Monster You can't take an Elephant on the Bus. Drawing Club TBC Poetry: Monkey Babies Hurt no living thing A little Seed

	Dr Foster A Basket of Apples Leaves are Falling Little Miss Muffet A Cup of Tea Who has seen the Wind? The North Wind doth Blow Hicjory Dickory Dock	Poetry: Let's put on our mittens' I have a little Frog Pease Porridge A Little House Mary Mary Stepping Stones A Little Shell Incy Wincy Furry Furry Squirrel Hot Cross Buns	Thunderstorm Stepping Stones As I was going to St Ives If I were so very small
	<u>Understanding and correcting inaccuracies:</u> To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes. <u>Connecting and becoming familiar with texts:</u> To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.		
Year 1	<u>Literal Retrieval</u> - To be able to answer questions about the text Eg: What does it tell us X in the story? <u>Prediction</u> - To predict what might happen? – Look at the front cover, what do you think this story will be about? <u>Inference</u> - discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Developing inference though use of pictures. To be able to come to a conclusion using evidence and reasoning Eg: Why did that happen? Why was.....feeling.....? Why didhappen? <u>Vocabulary</u> – To understand why certain words are used in the text Eg: Why has the author used the word X instead of Y? What does the word.....mean in this sentence? Find and copy a word which means What does this word or phrase tell you about.....?	<u>Responses</u> – To relate texts to own experience and to talk about preferences. Eg: What do you think about how X behaves? How do you know that it is the same as that? <u>Clarifying</u> - To be able to make connections and comparisons in/between texts Eg: How is X different from Y? <u>Inference</u> - discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Developing inference though use of pictures. To be able to come to a conclusion using evidence and reasoning Eg: Why did that happen? Why was.....feeling.....? Why didhappen? <u>Vocabulary</u> – To understand why certain words are used in the text Eg: Why has the author used the word X instead of Y? What does the word.....mean in this sentence? Find and copy a word which means What does this word or phrase tell you about.....?	<u>Sequencing</u> - To retell familiar stories orally. To sequence the events of a story they are familiar with. Eg: Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? Sequence the key events in the story. <u>Inference</u> - discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Developing inference though use of pictures. To be able to come to a conclusion using evidence and reasoning Eg: Why did that happen? Why was.....feeling.....? Why didhappen? <u>Vocabulary</u> – To understand why certain words are used in the text Eg: Why has the author used the word X instead of Y? What does the word.....mean in this sentence? Find and copy a word which means

	<u>Text</u> Fiction: The Elephant And The Bad Baby The Tiger Who Came To Tea Can't You Sleep Little Bear Elmer Bear Hunt (Anthony Browne) Poetry: Bye, Bye Ladybird (Link to Science – Animals) Bubbles (Link to Art – Colour) *Hey Little Bug – James Carter Non-Fiction: Gigantic Dinosaurs Animal Discoveries Cockapoo Minibeasts The Great Nature Hunt - Birds	<u>Text</u> Fiction: Peace At Last Rainbow Fish Avocado Baby There is a Tribe of Kids Lost and Found Poetry: Tiger (<i>Mary Anne Hoberman</i>) Sounds Good (<i>Judith Nicholls</i>) The Pancake (<i>Christina Rosetti</i>) *(<i>Puffin Book of Fantastic First Poems</i>) Non-Fiction: Write on Big Cats Vikings Smoke, Flame, Fire The Orchestra Space Discoveries	 What does this word or phrase tell you about.....? Focus on all comprehension skills taught so far. <u>Text</u> Fiction: Burglar Bill Knuffle Bunny Tiddler Dogger Cops And Robbers Poetry: Higgle, Pigglety, Pop! (<i>Unknown</i>) Pleas-e! (<i>June Crebbin</i>) (<i>Puffin Book of Fantastic First Poems</i>) Listen to the Rhythm (<i>Hey Little Bug – James Carter</i>) Non-Fiction: Oceans Ocean Life Write on Rainforests Wonders of the World
	<u>Understanding and correcting inaccuracies:</u> To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them. <u>Connecting and becoming familiar with texts:</u> To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To recognise and join in with predictable phrases. To participate in discussion about what is read to them, taking turns and listening to what others say.		
Year 2	<u>Responses</u> - To relate texts to own experience and to talk about preferences Eg: How do you know that? <u>Explanation:</u> To explain and discuss their understanding, eg: Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? <u>Inference</u> – To be able to come to a conclusion using evidence and reasoning Eg: How do you know X?	<u>Summarising</u> – To understand the main points/ideas of a text Eg: What did the story teach you? <u>Literal Retrieval</u> – To be able to locate specific information in/from a text eg: Tell me two things you know about X? <u>Inference</u> – To be able to come to a conclusion using evidence and reasoning Eg: How do you know X? How can you tell? To making inferences on the basis of what is being said and done, answering and asking questions. Why was.....feeling.....? Why didhappen? Why did..... say.....? Can you explain why.....? What do you think the author intended when they said.....? How does.....make you feel?	<u>Clarifying</u> – To be able to make connections and comparisons Eg: How does that relate to another story you have read? <u>Inference</u> – To be able to come to a conclusion using evidence and reasoning Eg: How do you know X? How can you tell? To making inferences on the basis of what is being said and done, answering and asking questions. Why was.....feeling.....? Why didhappen? Why did..... say.....? Can you explain why.....? What do you think the author intended when they said.....? How does.....make you feel?

	How can you tell? To making inferences on the basis of what is being said and done, answering and asking questions. Why was.....feeling.....? Why didhappen? Why did..... say.....? Can you explain why.....? What do you think the author intended when they said.....? How does.....make you feel? <u>Vocabulary</u> – To understand why certain words are used by the author and the meanings of new words Eg: What other words could the author have used here? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think.....is repeated in this section? <u>Text</u> Fiction: The Flower (Previously OC) Tuesday (Previously OC) On Sudden Hill (T4R) Meerkat Mail (T4W) <u>Class reader</u> Hodgeheg Poetry: Harvest Moon (Aut 1 2024 OC) Frost (Aut 2 2024 OC) Non-Fiction: Non-Fiction Reading Spine: Aut 1 Assassin Bug vs Ogre Spider (Previously OC) Aut 2 Roman Britain	intended when they said.....? How does.....make you feel? <u>Vocabulary</u> – To understand why certain words are used by the author and the meanings of new words Eg: What other words could the author have used here? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think.....is repeated in this section? <u>Text</u> Fiction: Emily Brown And The Thing (Previously OC) Orion and the Dark (Spr 2 2024 OC) Beegu (T4R) Kassim and the Greedy Dragon (T4W) <u>Class reader</u> The Wild Robot Poetry: Winter (Spr 1 2024 OC) Crick Crack Crocodile (Spr 1 2024 OC)) Non-Fiction: Non-Fiction Reading Spine: Tudors (Spr 2 2024 OC) Go-Green (Spring 1 2024 OC)	<u>Vocabulary</u> – To understand why certain words are used by the author and the meanings of new words Eg: What other words could the author have used here? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think.....is repeated in this section? Focus on all comprehension skills taught so far. <u>Text</u> Fiction: The Giraffe, The Pelly And Me (Sum 2 2024 OC) Leon And The Place Between (Previously OC) The Day the Crayons Quit (T4R) The ultimate Guide to Unicorns and Flying Horses (T4W) <u>Class reader</u> Fantastic Mr Fox Poetry: Bird Song (Sum 2 2024 OC) Cat Rap (Sum 1 Previously OC) Non-Fiction: Non-Fiction Reading Spine: Labradoodle (Sum 1 2024 OC) It will never work in the Home (Sum 2024)
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	<u>Understanding and correcting inaccuracies:</u> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading, *drawing on what they already know or on background information and vocabulary provided by the teacher, *checking that the text makes sense to them as they read and correcting inaccurate reading. <u>Connecting and becoming familiar with texts:</u> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry. To participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.
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Red – These are the comprehension focuses for each term. You will be continually teaching all strands of comprehension(below) when appropriate, when reading with the children.

Comprehension strands: Vocabulary, inference, prediction, sequencing, clarifying, responses, literal retrieval, summarising, questioning, explanation.

Blue – Continually being taught.

Black - Texts