# Comprehension Knowledge Organisers

## **English: reading comprehension**

Year Group: Nursery Term:

Topic: comprehension
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions:
language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around

them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and

songs together.

n: Autumn, spring summer

Vocabulary

Prior skills and knowledge:

stories using props.

Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite

Learning Journey:
Engage in extended
conversations about stories,
learning new vocabulary.

books	a number of pieces of paper, usually with words printed on them, which are fastened together and fixed inside a cover of stronger paper or cardboard
stories	A narrative about people and events, usually including an interesting plot
questions	sentences which ask something

### **English: reading comprehension**

Year Group: Reception Autumn, spring summer School Term:

Topic: comprehension
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior skills and knowledge:		Learning Jo
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Engage in extended conversations about stories, learning new vocabulary.

#### Journey:

Children at the expected level of development will:

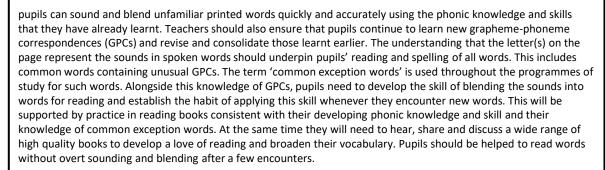
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate where appropriate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Vocabulary		
retelling	Telling something again.	
rhymes	Repeating similar sounds or words or word endings.	
poems	A piece of writing that uses imaginative words to share ideas, emotions or a story with the reader.	
Role play	An activity where children, take on different roles or play different characters that either mimic real-life or imaginary experiences.	

#### **English: comprehension**

Year Group: Year 1 Term: Autumn, spring, summer

Topic: comprehension



#### Prior skills and knowledge:

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate where appropriate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.

#### Learning Journey:

listening to and discussing a wide range of poems, stories and non-fiction texts. being link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart, discussing word meanings, read accurately and fluently a drawing on what they already know or on background information and vocabulary checking that the text makes sense, correcting inaccurate reading, discussing the significance of the title and events making inferences predicting participate in discussion taking turns and listening, explain clearly their understanding of what is read to them.

Vocabulary		
own experiences	Something that a person has done or lived through.	
predictable phrases	What we think will be said.	
recite	Repeat or read something outloud	
fluently	the ability to read words accurately, smoothly, and with expression.	
title	a name of a book, film, play, piece of music, or other work of art.	
inference	the process of arriving at a certain conclusion using reasoning or evidence	
events	Anything that happens	

#### **English: Comprehension**

Year Group: Year 2 Term:Autumn, spring, summer

Topic: Comprehension

Pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

#### Prior skills and knowledge: Learning Journey:

listening to and discussing a wide range of poems, stories and non-fiction texts. being link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart, discussing word meanings, read accurately and fluently a drawing on what they already know or on background information and vocabulary checking that the text makes sense, correcting inaccurate reading, discussing the significance of the title and events making inferences predicting participate in discussion taking turns and listening, explain clearly their understanding of what is read to them.

#### Learning Journey:

Develop pleasure in reading, motivation to read, vocabulary and understanding, listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction, discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary checking that the text makes sense and correcting inaccurate reading making inferences answering and asking questions predicting participate in discussion, taking turns and listening to what others say explain and discuss their understanding.



Vocabulary		
expressing views	Saying feelings, ideas and wishes	
contemporary	Living or occurring in the same period of time as now.	
classic	something that's very high quality, particularly if it has lasting value.	