

Comprehension Knowledge Organisers

Beddington Infants' Knowledge Organiser

English: reading comprehension



Year Group: Nursery

Term: Autumn, spring summer

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.

Prior skills and knowledge:
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 stories using props.

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

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

Beddington Infants' Knowledge Organiser

English: reading comprehension



Year Group: Reception

Term: Autumn, spring summer

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:

Engage in extended conversations about stories, learning new vocabulary.

Learning 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.

Beddington Infants' Knowledge Organiser

English: comprehension

Year Group: Year 1

Term: Autumn, spring, summer

Topic: comprehension

pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters.

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 role-play.

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



Beddington Infants' Knowledge Organiser

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.