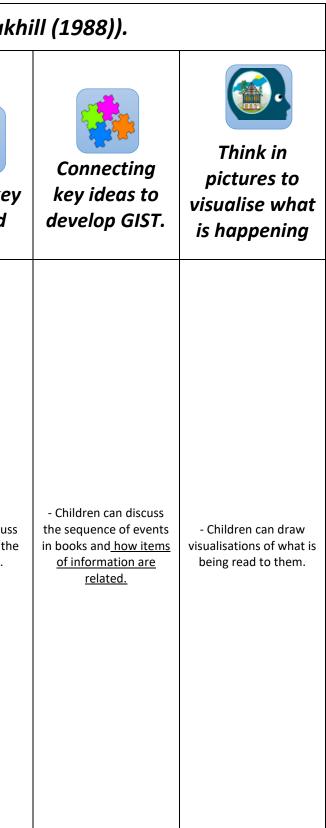
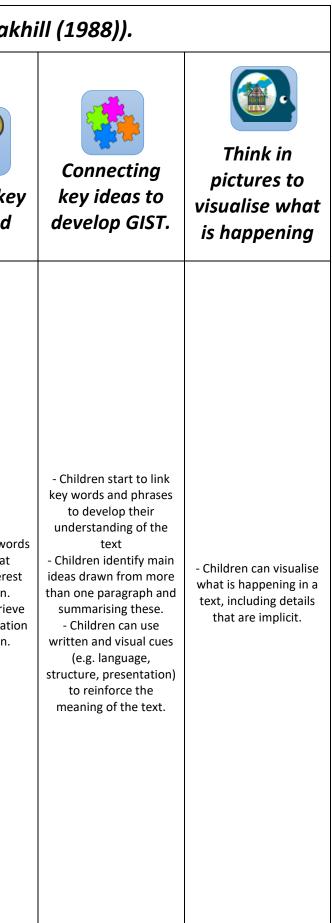
			Comprehe	ension skills (ba	sed on Inferenc	e Training and	Yuil <mark>l a</mark> nd Oakl
	Texts	<b>Background</b> Knowledge	Noticing breakdowns in understanding and how to fix them	Making predictions and asking questions	Looking for clues like a detective (making inferences)	Expressing personal opinions	Collecting key words and phrases
	Little Beauty by Anthony Browne	Children are encouraged to link what they read or hear with their own experiences. - Children are familiar with key stories, fairy stories and traditional tales. Children can retell them and <u>consider their</u> <u>particular</u> <u>characteristics</u> . - Children recognise and join in with predictable phrases - Children can draw on what they already know or background knowledge prompted by the teacher. - Children recognise simple recurring literary language in stories and poetry.	<ul> <li>Children can discuss word meanings and link new meanings to what they already know.</li> <li>Children can check that the text makes</li> </ul>		- Children can make inferences on the basis of what is being said and done. - Children start to think about what details the author has not made explicit reference to.	- Children can express their opinion about a wide range of contemporary and classic poetry, stories and non-fiction, beyond what they can read independently. - Children can express likes and dislikes with reasons.	
	Ocean meets sky by The Fan Brothers			<ul> <li>Children can predict what might happen on the basis of what has been read so far.</li> <li>Children can answer and ask questions.</li> <li>Children can ask and answer their own questions and those of</li> </ul>			- Children can discuss the importance of the title and events.
	The Dark by Daniel Handler						
KS1	Little Red Riding Hood by Bethan Woollvin						
N31	Moth by Isabel Thomas		understanding of what is read to them. - As fluency and understanding develop,				
	Rapunzel by Bethan Woollvin		children begin to self- correct. - Children start to focus more on print for understanding and	their peers.			
	Leaf by Sandra Dieckmann		cues.				
	Wild by Emily Hughes						

## **Concepts and Content Organiser- Reading Comprehension**



			Comprehe	ension skills (ba	<mark>sed on Inferenc</mark>	e Training and	Yuill and Oak
	Texts	Background Knowledge	Noticing breakdowns in understanding and how to fix them	Making predictions and asking questions	Looking for clues like a detective (making inferences)	Expressing personal opinions	Collecting key words and phrases
	Moon Man by Tomi Ungerer		d range of strategies (read around the sentence, word within a word, substitution, background knowledge) to explain the meaning of words in context	<ul> <li>Children can ask questions to improve their understanding of the text.</li> <li>Children predict what might happen from details, stated and implied.</li> <li>Children can ask questions to follow their interests and curiosities about a text</li> </ul>	- Children can identify that some information in the text is implied - Children can make inferences about characters' feelings, thoughts and motives - Children can justify their inferences with evidence	- Children start to express views and preferences by making connections to other texts they have encountered - Children can give their opinion about a text and explain the reasoning behind this	7
	Voices in the Park by Anthony Browne	<ul> <li>Children can recall texts from previous years and make links with new texts, including identifying common themes</li> <li>Children can make links between new texts and their own personal experiences</li> <li>Children can make links between new texts and facts that they know</li> <li>Children increase their familiarity with a wide range of books, including fairy stories, myths and legends.</li> </ul>					
¥2	My Dad's a Birdman by David Almond						
Y3	Charlotte's Web by E B White						
	The Wreck of the Zanzibar by Michael Morpurgo						
	The Last Firefox by Lee Newbury						- Children discuss wo
	Roman Invasion by Jim Eldridge						capture their interes and imagination. - Children can retriev and record informatic
	The Boy who Grew Dragons by Andy Shepherd						from non-fiction.
	The Griffin Gate by Vashti Hardy						
Y3/4	Juniper Mae by Sarah Soh						
	The Barnabus Project by Terry, Devin and Eric Fan						
	Lights on Cotton Rock by David Litchfield	•					
	Riddle of the Runes by Janina Ramirez						



	Podkin One Ear by Kieran Larwood Thieves of Ostia by Caroline Lawrence			
Y4	The Last Viking by Terry Deary			
	How to Train your Dragon by Cressida Cowell			
	The Comet by Joe Todd- Stanton			

		Comprehension skills (based on Inference Training and Yuill and Oakhill (1988)).									
	Texts	Background Knowledge	Noticing Noticing breakdowns in understanding and how to fix them	Making predictions and asking questions	Looking for clues like a detective (making inferences)	Expressing personal opinions	Collecting key words and phrases	Connecting key ideas to develop GIST.	Think in pictures to visualise what is happening		
	A girl called Dog by Nicola Davies The Breadwinner by Deborah Ellis	- Children know the features of different text types including myths.					7				
Y5	Stig of the Dump by Clive King Who let the Gods Out by Maz Evans Goodnight Mr Tom by Michelle	types including myths, legends and traditional stories, modern fiction, fiction. - Children know stories from other cultures and traditions. - Children can read and discuss a wide reage of	legends and traditional stories, modern fiction, fiction. - Children know stories from other cultures and traditions. - Children can read and	legends and traditional stories, modern fiction, fiction. - Children know stories from other cultures and traditions.	- Children can explore the meaning of	- Children can discuss a book and ask interesting questions. - Children can ask		- Children can recommend books that	- Children can say how language choice has an effect on the reader.	Children and	
Y5/6	Magorian The Adventurers by Katherine Rundell Lion, Witch and Wardrobe by C S Lewis Traitor by Pete Johnson The day I fell into a Fairytale By Ben Miller	books. - Children know the theme of a book and can discuss them. - Children can explain what is similar and different between different texts. - Children can tell the difference between fact and opinion. - Children can make a link between the book they are reading to one	vocabulary in texts. - Children can make sense of words based on the context they are in. - Children can identify and evaluate the effect of language including figurative language. - Children can use these strategies to check the book makes sense.	questions to improve their understanding. - Children can make reasonable predictions about the text or characters feelings. - Children can predict what might happen from details stated and implied. - Children can make predictions based on evidence from the text.	<ul> <li>Children can make inferences about characters and plot based on what I've read.</li> <li>Children can justify their opinions and inferences with evidence from the text.</li> </ul>	<ul> <li>they have read giving reasons and justified opinions.</li> <li>Children can challenge other people's views on books.</li> <li>Children can comment on language and presentation of a text.</li> <li>Children can choose relevant quotes to demonstrate a point.</li> </ul>	<ul> <li>Children can explain how language choice has an effect on the reader.</li> <li>Children understand why a writer may use italics or capitals.</li> <li>Children can use written clues in the text to read aloud with the correct expression.</li> <li>Children can find and record specific information from a text.</li> </ul>	<ul> <li>Children can</li> <li>summarise a paragraph</li> <li>or whole text.</li> <li>Children can identify</li> <li>how language,</li> <li>structure, and</li> <li>presentation help the</li> <li>reader's understanding.</li> <li>Children can identify</li> <li>key details that support</li> <li>the main ideas.</li> </ul>	- Children can use the detail in the text to visualise a character, setting or what is happening.		
Y6	The Giant's Necklace by Michael Morpurgo Dr Jekyll and Mr Hyde by Robert Louis Stevenson Skellig by David Almond	they have already read. - Children can link their personal experiences to the book they are reading. - Children have a positive attitude to reading.									

	Frankenstein by Mary Shelley (children's version) Treasure Islan by Robert Louis Stevenson				1
	Greta Zargo and the Death Robots from Outer Space by A F Harrold				
Y5/6: Mrs Jackson's Groups	The Dragon with a Chocolate Heart by Stephanie Burgis The Last Wild by Piers Torday The Boy in the Tower by Polly Ho- Yen				7