



Reading – Comprehension Long Term Disciplinary Knowledge Map



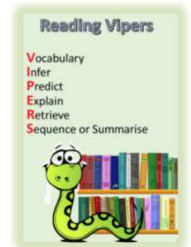
The National Curriculum programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
 - decoding and pronouncing unfamiliar words and recognition of familiar words, using phonics in the early teaching of reading, developing fluency and intonation
- comprehension (both listening and reading)
 - Literacy Shed 'VIPERS' questions are used to structure reading throughout school and are based on the reading content

domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the six domains which are the key areas that we feel that children need to know and understand in order to improve comprehension of texts.

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains.

– Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.



It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure And During Story time	• Enjoy a range of books and can begin to explain why • Enjoy rhyming and rhythmic activities	• Enjoy listening to a range of stories, poems and non-fiction read to me. • Enjoy reading different books and talking about them. • Beginning to explain what type of books I like and dislike.	• Enjoy listening to a range of stories, classic, contemporary poetry and non-fiction. • Choose to read different books and enjoy sharing them. • Able to explain what type of books I	• Enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books. • Discuss books written by a familiar author. • Read a range of books, including fairy stories, myths and legends, and retelling	• Enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books. • Talk about books by a familiar author and explain why I like	• Enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) to read for a range of purposes. • Read a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our	• Enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) to read for a range of purposes. • Read a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from

			like and dislike and why	some of these orally with increasing familiarity.	or dislike them. • Read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.	literary heritage and books from other cultures and traditions. • Select and read books written by a favourite author. • Recommend and comment positively on texts that I have read.	other cultures and traditions. • Select and read books written by a favourite author. • Recommend authors and texts to others and give reasons for my choices.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading words Decoding		• Read accurately and fluently books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading. • Read words and words with one or more syllable, including common exception words. • Read multisyllabic words containing taught letter/sound correspondences. Read common suffixes with -s, -es, -ing, -ed, -er and -est endings. • Read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter. • Read aloud a phonetically decodable text.	• Read accurately and fluently without overt sounding and blending with a target of at least 90 words per minute. • Read accurately by blending, including alternative sounds for graphemes and read multisyllabic words containing these graphemes • Check that the text makes sense as I read and self-correct. Identify and read words with common suffixes and common exception words.	• Use phonic knowledge to decode quickly and accurately – may still need support to read longer unknown words. • Apply growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply growing knowledge of root words and suffixes/word endings, including- ation, -ly, -ous, -ture, - sure, -sion, -tion, -sion and -cian, to begin to read aloud. • Read Year 3/4 common exception words.	• Use phonic knowledge to decode quickly and accurately – may still need support to read longer unknown words. • Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples. • Read most/all Year 3/4 common exception words	• Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words. • Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns. • Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word. • Read all Year 3/4 common exception words. • Read most Year 5/6 common exception words.	• Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning. • Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns. • Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word, • Read most/all Year 5/6 common exception words.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	• use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and	• discuss word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher	• discuss and clarify the meanings of words; link new meanings to known vocabulary • discuss their favourite words and phrases \ • recognise some recurring language in	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution	• use a dictionary to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood • discuss how presentation and structure contribute to meaning • explore the meaning of words

	poems and during role-play.	• discuss his/her favourite words and phrases	stories and poems	within a sentence	• explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence	• begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • 'read around the word' and explore its meaning in the broader context of a section or paragraph	in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Inference</u>		• children make basic inferences about characters' feelings by using what they say as evidence • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done	• make inferences about characters' feelings using what they say and do • infer basic points and begin, with support, to pick up on subtler references • answer and ask questions and modify answers as the story progresses • use pictures or words to make inferences	• children can infer characters' feelings, thoughts and motives from their stated actions • justify inferences by referencing a specific point in the text • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • make inferences about actions or events	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answers	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making • begin to draw evidence from more than one place across a text	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • discuss how characters change and develop through texts by drawing inferences based on indirect clues • make inferences about events, feelings, states backing these up with evidence • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Prediction</u>	• anticipate key events in stories	• predict what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own	• predict what might happen on the basis of what has been read in terms of plot, character and language so far	• justify predictions using evidence from the text • use relevant prior knowledge to make predictions and justify them • use details from the text to	• justify predictions using evidence from the text • use relevant prior knowledge as well as details from the text	• predict what might happen from details stated and implied • support predictions with relevant evidence from the text	• predict what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new

		life experience. • begin to explain these ideas verbally or through pictures	• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	form further predictions	to form predictions and to justify them • monitor these predictions and compare them with the text as they read on	• confirm and modify predictions as they read on	information
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explanation	• Speak in well formed sentences. • Give own opinion including likes and dislikes. • Describe events with growing detail (may include use sequencing words) • Retell familiar stories • Use talk to explain their thinking and offer explanations	• give own opinion including likes and dislikes (not NC objective) • link what they read or hear to their own experiences • explain clearly own understanding of what has been read to them • express views about events or characters	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• discuss words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• provide increasingly reasoned justification for own views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss own understanding of what they have read, including through formal presentations and debates	• provide increasingly reasoned justification for own views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss own understanding of what they have read, including through formal presentations and debates • distinguish between fact, opinion and bias explaining how they know this
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	• demonstrate understanding of what has been read to them by retelling stories and narratives	• answer a question about what has just happened in a story • develop own knowledge of retrieval through images • recognize characters, events, titles and information	• independently read and answer simple questions about what has just been read • ask and answer retrieval questions • draw on	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details • begin to use quotations from the text	• confidently skim and scan texts to record details • use relevant quotes to support own answers to questions • retrieve and	• confidently skim and scan, and also use the skill of reading before and after to retrieve information • use evidence from across larger sections of text • read a broader range of	• confidently skim and scan, and also use the skill of reading before and after to retrieve information *use evidence from across whole chapters or texts • read a broader range of texts including myths, legends, stories

	using their own words and recently introduced vocabulary. • to be make sense of the meaning of a sentence.	• recognize differences between fiction and non-fiction texts • retrieve information by finding a few key words • Contribute ideas and thoughts in discussion	previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• retrieve and record information from a fiction text • retrieve information from a non-fiction text	record information from a fiction or nonfiction text	texts including myths, legends, stories from other cultures, modern fiction and archaic texts • retrieve, record and present information from non-fiction texts • ask own questions and follow a line of enquiry	from other cultures, modern fiction, plays, poetry and archaic texts • retrieve, record and present information from a wide variety of non-fiction texts • ask own questions and follow a line of enquiry
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequence/ Summarise	• to be able to sequence pictures from a story. • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	• retell familiar stories orally e.g. fairy stories and traditional tale • sequence the events of a story they are familiar with • begin to discuss how events are linked	• discuss the sequence of events in books and how items of information are related • retell using a wider variety of story language • order events from the text • begin to discuss how events are linked focusing on the main content of the story	• identify main ideas drawn from a key paragraph or page and summarise these • begin to distinguish between the important and less important information in a text • give a brief verbal summary of a story • teachers begin to model how to record summary writing • identify themes from a wide range of books • make simple notes from one source of writing	• use skills developed in year three in order to write a brief summary of main points, identifying and using important information • identify main ideas drawn from more than one paragraph • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas • make connections between information across the text and include this in an answer • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	Join in with rhymes and stories that I	Learning to appreciate rhymes and poems, and to recite some by heart. Use actions to learn	Continuing to build up a repertoire of poems learnt by	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different	Learning a wider range of poetry by heart preparing poems and plays to read	Use conventions to learn poems and plays off by heart. Learning a wider range of	

and performance	know. Express themselves effectively, showing awareness of listeners' needs.	simple texts off by heart.	heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	forms of poetry	aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Select appropriate intonation, tone and volume so that the meaning is clear to an audience.
	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and Year 6	
Non-fiction	Talk about what I liked and did not like in the books I read and share.	Discuss features and layout of non-fiction text	Introduce non-fiction books that are structured in different ways. Understand what the purpose of a nonfiction book is	Discuss features and layout of non-fiction text and compare to fiction. Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Apply knowledge from non-fiction texts to writing across a range of genres.	