



Language Comprehension Framework



FS	Communication and Language: Understanding	Communication and Language: Speaking	Communication and Language: Listening and attention	Literacy: Reading			Expressive Arts & Design: Being Imaginative	
	Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events	Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.			Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	
1	Understand both the books they can already read accurately and fluently and those they listen to by: Develop pleasure in reading, motivation to read, vocabulary and understanding by:							
	Discussing and 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	discussing the significance of the title and events	making inferences on the basis of what is being said and done	predicting what might happen on the basis of what has been read so far	being encouraged to link what they read or hear read to their own experiences	listening to and participate in discussion about what is read to them, taking turns and listening to what others say	explain clearly their understanding of what is read to them.
2	1a draw on knowledge of vocabulary to understand texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far			
3	1a draw on knowledge of vocabulary to understand texts	2b retrieve and record information / identify key details from fiction and non-fiction	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far			
4 5 6	2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2g identify / explain how meaning is enhanced through choice of words and phrases	2h make comparisons within the text



Word Detective- Word meaning



Draw on knowledge of vocabulary to understand texts

Give/explain the meaning of words in context.

1	2	3	4	5 & 6
<p>Can you find a word that means...</p> <p>What does the word _____ mean?</p> <p>How does the word Make you feel?</p> <p>Which words show us that Is happy/sad/angry etc ?</p>	<p>Can you find a word that means...</p> <p>What does the word _____ mean?</p> <p>Find and copy a word which means</p> <p>What other words could the author have used instead of....?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>What words has the author used to show you how the character is feeling?</p>	<p>What does the word _____ mean?</p> <p>Find and copy a word which means</p> <p>What other words could the author have used instead of....?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>What words has the author used to show you how the character is feeling?</p> <p>Find and copy a word which means</p> <p>Which word is closest in meaning to?</p> <p>What other words could the author have used to describe?</p> <p>Which word shows you that ...? Can you find a synonym for the word?</p>	<p>Find and copy a word which means</p> <p>Which word is closest in meaning to?</p> <p>What other words could the author have used to describe?</p> <p>Which word shows you that ...? Can you find a synonym for the word?</p> <p>Find and copy a phrase which shows...</p> <p>What does the word/ phrase tell you about?</p> <p>Find and copy two different words which show that</p>	<p>Find and copy a word which means</p> <p>Find and copy a phrase which shows...</p> <p>Which word is closest in meaning to?</p> <p>What does the word/ phrase tell you about?</p> <p>Find and copy two different words which show that</p> <p>The writer uses words like to describe What does this tell you about a character or setting?</p> <p>Highlight a key phrase or line. By using this word, what effect has the author created?</p> <p>The writer uses words like ... to describe What does this tell you about a character or setting?</p>



Clue Finder- Inference



Make inferences from the text

make inferences from the text / explain and justify inferences with evidence from the text

1	2	3	4	5 & 6
<ul style="list-style-type: none"> • Why did...? • What did? Why? • How did? Why? • What is your favourite part of the story and why? • What was your favourite part of this book? • Can you find a page in the story/a part of the poem that you didn't like? • Using role play, can you act out what you think might happen? • Can you choose a character from the story who interests you, and say why? • What made you choose this book? What sort of book is this, and how can you tell? 	<ul style="list-style-type: none"> • How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this? • Based on the cover/this chapter/section, what do you think the book/next section will be about? • Why did (a character) behave in this way? • Can you choose a character from the story that interests you and say why? 	<ul style="list-style-type: none"> • How did the characters' feelings change? • How did...? • How are the experiences of these two characters similar? • Who would you like to meet in the story and why? • What evidence is there that...? • Why did...? • What impression do you get of the feelings of this character from the text? • What does the word...imply about...? • Based on evidence from the text, what would you buy / do / see / ask? • Why did he feel...? • What might this character have been thinking? • What questions would you ask your favourite character? • Why did...? • What does this quotation suggest about...? • What does... think? • What ideas are we given about...? • What words tell us...? • What is this character's attitude towards...? • What do you think is going to happen next? • How did...react? 	<ul style="list-style-type: none"> • Which words give you the impression that ...? • What makes you think that? • How do you feel about...? • Can you explain why...? • Could this have happened in? Why, what are your reasons? • Which events could not have happened? Why not? • How is the character feeling? How do you know? • Why did_____ happen? How do you know? • How did the character know that? • Why was so important? • What words tell us that Is feeling? • How do you think that could have reacted differently? What would have happened if they had? • How did the character feel before...and after...? 	<ul style="list-style-type: none"> • Which words give you the impression that ...? • What makes you think that? • How do you feel about...? • Can you explain why...? • If_____ happened, what might the ending have been? • How was this story similar to....? • What do you see as possible other outcomes? • Can you explain what must have happened when....? • What were the motives behind...? • What was the problem with...? • What assumptions have you made and why? • What evidence do you have? Justify your answer. Clarify your reasoning • How can you tell that ...? • What impressions of do you get from these two paragraphs? • Why did happen? • What did have to do? • Look at the <i>place in the text (paragraph)</i>. How do you know that? • What evidence is there of/that Give two points. • Explain what [a phrase/clause with challenging vocabulary] suggests about • In what ways might X character be perceived 'appeal to readers' Explain fully, referring to the text in your answer. • According to the text, how did X happen?



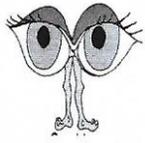
Clue Finder- Prediction



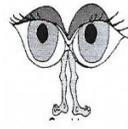
Predict what might happen on the basis of what has been read so far

predict what might happen from details stated and implied

1	2	3	4	5 & 6
<p>What will happen next? How do you think that the story will end? What is Going to do? What di you think will happen to?</p>	<ul style="list-style-type: none"> • What do you think this story is going to be about? • Where do you think this poem/story is set? What makes you think that? What is happening? • What do you think might have happened before? What do you think might happen next? • 	<ul style="list-style-type: none"> • Look at the cover/title/first line/chapter headings...what do you think will happen next? • How have the cover/title/first line/chapter headings...helped you come up with this idea? • What do you think will happen to the goodie/baddie/main character? Why do you think this? • What will happen next? Why do you think this? Are there any clues in the text? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? How will that effect what happens next? • How is character X like someone you know? Do you think they will react in the same way? • Based on what you have read, what does the last paragraph suggest might happen next? 		<ul style="list-style-type: none"> • Do you think that will happen? Tick one – yes, no, maybe. Explain your choice fully, using evidence from the text . • Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? • Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? • Which other author handles time in this way; e.g. flashbacks; dreams? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? Will that influence how the story develops?



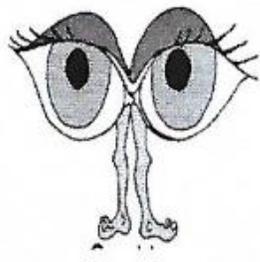
Spotter-Finding



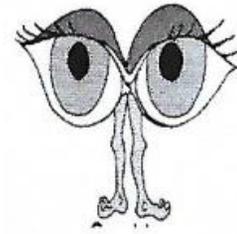
identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

retrieve and record information / identify key details from fiction and non-fiction

1	2	3	4	5 & 6
<ul style="list-style-type: none"> • How did....? • How often...? • How many ...? • Who had ...? • Who is/was ...? • What happened to...? • What does...? • What could....? • What did...? • What was....? • What had....? • What are....? 	<ul style="list-style-type: none"> • How did....? • How often...? • How many ...? • Who had ...? • Who is/was ...? • What happened to...? • What does...? • What could....? • What did...? • What was....? • What had....? • What are....? • What might....? • Where does the story take place? • When did the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? 	<ul style="list-style-type: none"> • Where/when does the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? • What do you think is happening here? • What happened in the story? • What might this mean? • Which part of the story best describes the setting? • How do the title/contents page/chapter headings/glossary/index... help me find information in this book? • Where does the story take place? • When did the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? • What do you think is happening here? • What might mean? • Through whose eyes is the story told? • Which part of the story best describes the setting? • What words and /or phrases do this? • What evidence do you have to justify your opinion? 		<ul style="list-style-type: none"> • Where/when does the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? • What do you think is happening here? • What happened in the story? • What might this mean? • Which part of the story best describes the setting? • Which part of the text should I use to find...? • Why has the author organised the information like this? • Write down three things you are told about..... • What was revealed at place in the story? • Which statements are true and false (in a table)? • Give two reasons why [<i>include an abstract noun e.g. Mauritius was a <u>paradise</u>.</i>] • How would you describe this story/text etc? (E.g. is it a traditional tale?) How do you know this is a ...? (E.g. recount/explanation) Do all recounts/explanations/stories have...? • What type of text is this paragraph/page? Give two features of the text that support this purpose. • What would be another good title for the story/poem/recount? • What do other people say about the character? • Find two/three facts/reasons for ... • Match the events.... Tick true or false for the following statements. • The story is told from the perspective of.....?



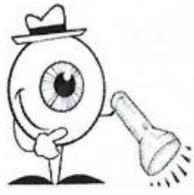
Spotter- Summary



identify and explain the sequence of events in texts

summarise main ideas from more than one paragraph

Years 2 & 3	Years 4- 6
<ul style="list-style-type: none">• What happens first in the story?• Use three sentences to describe the beginning, middle and end of this text?• You've got 'x' words; sum up this story.• Sort these sentences/paragraphs/chapter headings from the story• Make a table/chart to show what happens in different parts of the story• Why does the main character do 'x' in the middle of the story?• How does the hero save the day in the story?	<ul style="list-style-type: none">• How are the beginning and ending similar?• Why is this order of events significant?• What happened after ...?• When does...?• What was doing when ...? What did do, after ... did....? Put the sentences in the order that events happened.• Draw a timeline of events. Number the sentences to show the order they happen in the story.• What is the main message of the?• Using information from the text, tick one box in each row to show whether each statement is true or false.• Can you summarise the story in ... words?• Sort the information in these paragraphs. Do any of them deal with the same information?• Which is the most important information in these paragraphs?• What has happened so far? What is the main idea?



Word Detective- Word choice



Identify/explain how the meaning is enhanced through the choices of words and phrases.

4	5 & 6
<ul style="list-style-type: none"> • Which words do you think are most important? Why? • Which words do you like the best? Why? • The writer uses words like ... to describe What does this tell you about a character or setting? • What does the word 'x' tell you about 'y'? • Find two or three ways that the writer tells you 'x'. • Highlight a key word. By writing a word in this way what effect has the author created? • In the story, 'x' is mentioned a lot. Why? 	<ul style="list-style-type: none"> • What does the word 'x' tell you about 'y'? • Find two or three ways that the writer tells you 'x'. • What does this... word/phrase/sentence... tell you about... character/setting/mood etc? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • In the story, 'x' is mentioned a lot. Why? • The writer uses words like ... to describe What does this tell you about a character or setting? • What other words/phrases could the author have used? • The writer uses ...words/phrases...to describe ... How does this make you feel? • How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc? • Has the writer been successful in their purpose or use of language? • What do you think the writer meant by... 'x'? • Which words do you think are most important? Why? • Which words do you like the best? Why? • The author makes an action/description 'like' something else. Why? • The author states that 'x' is something it isn't. What is the effect of this? Why have they done this? • <i>[provide a group of words from the text] Give two impressions this gives you of [then provide a synonym for the subject in the group of words]</i>



Thinker



identify / explain how information / narrative content is related and contributes to meaning as a whole

4

- Why do you think the author chose to use a question/bullet point/ subheading/ table etc to present the information?
- What do you think that this information is for?
- Draw lines to match each part of the story to the correct quotation from the text
- Why is the text arranged in this way?
- How does beginning this passage with a question make the reader want to read on?
- Why is the text arranged in this way?
- Why is there an exclamation mark/question mark/colon/bullet point ...?
- What is the purpose of the writing in the boxes/bold type/italic type?
- Is the use of direct speech here effective? Why/why not?
- How have the different parts of the text been made clear?
- What is the heading/sub heading for? Why are there lines to the picture/photograph?
- How does the layout and presentation of this advertisement help to persuade you to take notice of its campaign/message? How many paragraphs? What connectives?
- Why is there a contents page/index/glossary?
- The mood of the characters changes throughout the extract. Find and copy the group of words that show where (character)'s mood changes.

5 & 6

- Why do you think the author chose to use a question/bullet point/ subheading/ table etc to present the information?
- Where does it tell you that ...?
- What do you think that this information is for?
- Draw lines to match each part of the story to the correct quotation from the text
- Why is the text arranged in this way?
- How does beginning this passage with a question make the reader want to read on?
- How does the form of this poem suit the ideas it expresses?
- Why has the writer used these repetitive structures? How does the final paragraph link back to the beginning?
- What is the purpose of the writing in the boxes/bold type/italic type?
- Is the use of direct speech here effective? Why/why not?
- How have the different parts of the text been made clear?
- What is the heading/sub heading for? Why are there lines to the picture/photograph?
- How does the layout and presentation of this advertisement help to persuade you to take notice of its campaign/message? How many paragraphs? What connectives?
- How are the topic sentences used?
- Why is there a contents page/index/glossary?
- Where does the writer give another point of view?
- How does s/he signal that s/he is going to do this?
- The mood of the characters changes throughout the extract. Find and copy the group of words that show where (character)'s mood changes.



Explorer



make comparisons
within the text

Years 4,5 & 6

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to...?
- Is it as good as Why?
- Which is better and why?
- Compare and contrast different characters/settings/ themes in the text?
- What do you think about the way that information is organised in different parts of the text? Is there a reason for why this has been done?
- Draw lines to match each part of the story to the correct quotation from the text
- Which was the most exciting part of the story? Which was the least exciting part? How are they different?
- How does (character)'s mood change? Explain why.