



Newtown Linford Primary School - Language Comprehension Framework



FS	Communication and Language: Listening, Attention & Understanding		Communication and Language: Speaking		Personal, Social and Emotional Development: Self Regulation	Personal, Social and Emotional Development: Building Relationships	Literacy: Comprehension		
	Early Learning Goal Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.		Early Learning Goal Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;		Early Learning Goal Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	ELG: Building Relationships Children at the expected level of development will: - Show sensitivity to their own and to others' needs.	ELG: Comprehension 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.		
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:								
	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		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	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				
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