August 2021	**Literacy Essential Knowledge: Comprehension**			
Literacy ELG: Comprehension Children at the expected level of development will:	**Curricular Goal: Know how to read for meaning and for pleasure**			
	• 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			

Embedding our learning culture **Safe** • positive attitudes to learning **Achieving** • alteration in LTM • building knowledge including recalls and low stakes quizzes • building confidence • high expectations **Nurtured** • dialogic approach • learning from mistakes	Pre-nursery	Nursery	Reception	Year 1/2
	Some words to songs and rhymes • tune in and pay attention • copying sounds, rhythms, tunes, tempo and words • sing independently e.g. whilst playing Which books are their favourites • seek them out • to share with an adult, with another child, or to look at alone • pay attention and respond to the pictures or the words Words and phrases from familiar stories to repeat Appropriate comments and questions about the book	Vocabulary from known stories • use it during extended conversations about stories Recite poetry – 3 nursery rhymes • Incy Wincy Spider • Five Little Speckle Frogs • Old MacDonald	Vocabulary from known stories • use it during discussions about stories, non-fiction, rhymes and poems • use it during role play	
			Answers to questions to show their understanding of what has been read to them (Bloom's taxonomy) Questions to answers to show their understanding of what has been read (who, what, where, when, why and how and consider Bloom's taxonomy)	
			The key vocabulary to describe a character and/or setting of a story using picture cues For example, adjectives such as happy, surprised, scary	The key vocabulary (words and phrases) from the text that describe a character and/or setting of a story For example, noun phrases and adjectives such as 'the woods are deep, dark and scary' 'the witch has a tall, pointy hat'
			The vocabulary needed to express if they like or dislike a text For example, 'I like the story because it is funny'	The structural and presentational features that the author has used to