

Progression of Reading Comprehension



Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Notices unfamiliar and interesting words ('WOW' words grow with the age of the child)</p> <p>2. Can use growing knowledge of vocabulary to establish meaning when reading aloud</p>	<p>1. Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful)</p>	<p>1. Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of the word, i.e. 'root' word plus prefix and/or suffix), or the context of the word</p>	<p>1. Can work out the meaning of unknown words or phrases in context</p> <p>2. Use dictionaries to check the meaning of words</p>	<p>1. Can clarify the meaning of unknown words from the way they are used in context.</p>	<p>1. Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context.</p>
	<p>2. Can talk about how different words and phrases affect meaning, including the use of some simple literary language eg alliteration</p>	<p>2. Can identify language the author has chosen to use to capture the reader's interest and imagination</p> <p>3. Can identify language the author has chosen to create images and build mood and tensions</p>	<p>3. Can identify the effects of different words and phrases to create different images and atmosphere eg powerful verbs, descriptive adjectives and adverbs</p>	<p>2. Can identify and discuss where figurative language creates images (metaphor, personification imagery)</p>	<p>2. Can explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader.</p>

Progression of Reading Comprehension

Infer					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Can relate stories/texts to their own experiences, including story settings and incidents</p> <p>2. Can comment on obvious characteristics and actions of characters in stories.</p>	<p>1. Can confidently relate texts to their own experiences</p> <p>2. Can discuss reasons for events in stories by beginning to use clues in the story</p>	<p>1. Can sometimes use clues from action, description and dialogue to help establish meaning</p>	<p>1. Can use clues from action, description and dialogue to help establish meaning</p>	<p>1. Can infer and deduce meaning based on evidence drawn from different points in the text</p> <p>2. Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.</p>	<p>1. Can infer and deduce meaning based on evidence drawn from different points in the text</p> <p>2. Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences</p>
		<p>2. Sometimes empathises with different characters' points of view in order to explain what characters are thinking/feeling and the way they act</p>	<p>2. Can identify the point of view from which a story is told</p>	<p>3. Can identify the point of view from which a story is told</p>	<p>3. Can identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas</p>
	<p>3. Can provide simple explanations about events or information, e.g. why a character acted in a particular way.</p>	<p>3. Can explain how and why main characters act in certain ways, using evidence from the text</p>	<p>3. Can sometimes explain different characters' points of view</p>	<p>4. Can discuss how an author builds a character through:</p> <p>a) dialogue b) action and c) description</p>	<p>4. Can explain a character's motives throughout a text and use evidence from the text to back up opinions.</p>

Progression of Reading Comprehension

		4. Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level)	4. Identify themes and conventions in and across a wide range of texts	5. Identify and discuss themes and conventions in and across a wide range of texts	5. Identify and discuss themes and conventions in and across a wide range of text
	4. Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions	5. Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act	5. Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act	6. Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling (motives)	6. Can reflect on a) the wider consequences e.g. how one small incident altered the whole course of the story b) or significance of information, ideas or events in the text as a whole
					7. Can evaluate relationships between characters, e.g. how characters behave in different ways as they interact with different people and/or different settings; referring back to the text to support thoughts and judgements.

Progression of Reading Comprehension

Predict					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Can make plausible predictions about the plot of an unknown story, using the text and other book features 2. Can make plausible predictions about characters, using knowledge of the story and own experiences	1. Can make predictions about a text using range of clues eg experience of books by the same author, books already read on a similar theme or title, cover and blurb	1. Can make plausible predictions based on knowledge from the text and wider connections e.g. other texts on same theme or by the same author, a connection to a personal or wider experiences the child makes	1. Predict what might happen from details stated and implied	1. Predict what might happen from details stated and implied	1. Can investigate texts to confirm and justify reasoned predictions and opinions

Explain					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Can choose a book from a selection and explain why chosen 2. Can use the front cover and book title as well as illustrations and the words inside to make reading choices.		1. Can make choices about what texts to read based on prior reading experience, expressing preferences and comparing texts	1. Can participate in discussion about books they read and are read to them, taking turns and listening to other opinions	1. Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.	1. Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.

Progression of Reading Comprehension

				2. Can distinguish between fact and opinion	2. Can distinguish between fact and opinion
3. Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts, including and beyond that which they can read independently			2. Can sometimes discuss how a text can affect the reader and identify the language the author has used to create those feelings	3. Can discuss how a text may affect the reader and refer back to the text to back up a point of view.	3. Can identify the point of view of some texts and how this impacts on the reader.
4. Can express opinions about main events and characters in stories, e.g. good and bad characters		2. When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence	3. Can refer to the text to support opinions and predictions	4. Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence. 5. Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).	4. Can refer back to the text to support predictions, thoughts and opinions, to provide justifications 5. Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).

Progression of Reading Comprehension

				6. Can discuss the difference between literal and figurative language	6. Can comment on the success of a text providing evidence that refers to language, theme and style.
	1. Can compare similarities and differences between texts in terms of characters, settings and themes			7. Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes	7. Can unpick the details of the different layers of meaning in texts, e.g. children use language to discuss texts such as: "This could be interpreted as ...", "On the other hand ...", "Perhaps the writer is suggesting ...", "One way of looking at this is that ... whilst another could be ..."
			5. Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	8. Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	

Retrieve					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Can locate specific information on a given page in response to a question	1. Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text	1. Is beginning to skim read texts to gather the general impression of what has been written 2. Is beginning to scan texts to locate specific information	1. Can skim to gather the general impression of what has been written 2. Can scan to locate specific information	1. Can a) skim and b) scan to identify key ideas in a text.	1. Can confidently a) skim texts b) scan texts

Progression of Reading Comprehension

		3. Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in margin	3. Can use text marking to support retrieval of information or ideas from texts eg highlighting, notes in the margin	2. Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as a) text marking b) using contents c) using an index	2. Can clearly identify and retrieve relevant points and key ideas from different points in a text
	2. Is beginning to use contents, index pages, glossary and sub headings to locate information in non-fiction texts	4. Can confidently use knowledge of the alphabet to locate information, for example, a dictionary or index	4. Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.		
2. With support, can answer simple questions/find information in response to a direct question	3. Having read a text, can find answers to questions, both written and oral	5. Is able to quote directly from the text	5. Is able to quote directly from the text to support thoughts and discussions.	3. Is able to quote directly from the text to support thoughts and discussions	3. Can use quotations and text references to support ideas and arguments.

Sequence and Summarise

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Is beginning to distinguish between fiction and non-fiction 2. Become very familiar with key stories; fairy stories,	1. Can distinguish between fiction and non-fiction 2. Is beginning to talk about the features of certain non-fiction	1. Can identify the differences between a wider range of non-fiction text types eg instructions, explanations	1. Is beginning to identify differences between some different fiction genres.	1. Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc.	1. Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc

Progression of Reading Comprehension

<p>traditional tales and consider their characteristics</p>	<p>texts (non-chronological report, information poster, letter)</p>				
<p>3. Can retell known and unknown (before first reading) stories using beginning, middle and end, retelling may only be in simple terms because of unfamiliarity but children have got the general gist of the story and its sequence</p>	<p>3. Can summarise a story, giving the main points in sequence</p>	<p>2. Can summarise the main points in a text</p>	<p>2. Can summarise and explain the main points in a text</p>	<p>2. Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.</p>	<p>2. Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries</p>
<p>4. Can recognise a range of patterns in different texts, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts.</p>	<p>3. Can confidently recognise a range of patterns in texts, including stories, poems and non-fiction eg conventions in familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts</p>		<p>3. Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p>	<p>4. Can compare and discuss the structures and features of a range of non-fiction texts.</p>	<p>4. Can explain how the structural choices support the writer's theme or purpose</p> <ul style="list-style-type: none"> a) in fiction, decisions about plot structure, character development or flash backs/flash forwards b) in non-fiction, looking at how a writer organises information so that the reader can compare/contrast ideas, c) and devices and decisions the writer has made in multi-genre texts

Progression of Reading Comprehension

		Can ask questions to establish understanding	Can ask questions to establish understanding	Can ask questions to establish understanding	Ask questions to establish understanding
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