

Map of Progression in Comprehension Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g., nonsense rhymes, jokes.</p>	To check that a text makes sense to them as they read and to self -correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Reading for Pleasure Listening to and discussing texts	To listen to stories with increasing attention and recall.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To begin to recognise different forms of poetry (e.g., free verse or narrative poetry)</p>	<p>To recognise and discuss some different forms of poetry (e.g., free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To learn a wider range of poetry by heart.</p>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

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V ocabulary	When prompted, use their experience to explore meaning and sounds of new vocabulary	Use personal experience, e.g., 'given what I know about the subject, what is the most likely meaning?' Draw on vocabulary the teacher provides	Pause when reading to check their understanding and, where necessary, re-read to gain understanding. Begin to look for clues to find meaning of unfamiliar words	Guess possible meanings of unfamiliar words using the context in the text e.g., reading on, and identifying whether adjective etc. Start to use a glossary. Start to look at root words – for known suffixes.	Identify root words and derivatives. Re-read surrounding sentences and/ or paragraphs to identify possible meanings. Use glossaries and dictionaries.	Use syntax accurately to guess meaning. Give increasingly precise explanations of word meanings that fit with the context of the text. Check the plausibility and accuracy of their guess at word.	Consider alternative meanings, suggested or from a dictionary. Justify the plausibility and accuracy of their explanation of or inference about a word meaning.
I nference	Use pictures to guess what is happening in a story	Understand that words and pictures give us clues what might be happening, even if they don't tell us. Use pictures and text to guess something that might be happening	Know inference is making a guess about something the text does not tell us directly. Know we use our own experience to infer. Identify clues about emotions and feelings in the text. Use knowledge of other facts to infer.	Identify specific actions and dialogue in texts that give clues to feelings. Point to evidence in text to justify answer.	Identify actions in texts that give clues to motives and character not just feelings. Quote evidence in text to justify inference. Understand evidence about feelings and motives have to be weighed up to get a big picture.	Use dialogue to infer character and motives. Make a hypothesis about something and support by evidence. Use evidence from two places in a book to show how feelings or character change.	Infer an author's opinion. Choose evidence across a whole book to justify an inference.
P rediction	Guess what might happen next while listening to a story. Guess what might happen next while following a picture story	Understand predicting means guessing based on a reason. Make a prediction and say why they think it. Predict based on simple text as well as pictures	Base predictions on facts stated and ideas implied in short extract of text. Explain their prediction clearly referring to text.	Update a prediction as they read more of a text. Explain why they have changed it.	Make predictions about a text based on prior knowledge of the topic or event. Explain why they have modified a prediction, identifying specific text that caused modification. Start to use the idea of themes to make predictions. E.g., triumph of good over evil.	Make accurate predictions from complex text, modifying ideas and explaining why.	Use the idea of themes to make predictions. E.g., good, evil, loss, heroism. Debate predictions with others, referring to text.

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E xplain author's choices	Know that a title tells us a bit about the book	Say what words they like in a story or text. Talk about how the Title tells us what will be in the book	Explain why they like a word. Recognise how a story is similar to others they have heard. Identify recurring language/words/phrases Understand that authors can use paragraphs, numbering, headings and subheadings to make writing clearer.	Know authors choose to give us clues through text. Identify examples of effective words and phrases that describe and create atmosphere	Start to identify figurative language – including use of simile and metaphor. Begin to discuss purpose and impact. Look back, and identify how an author gave a clue to enable a prediction.	Identify further figurative language including analogy and imagery. Discuss purpose and impact e.g., to create moods, arouse expectations, build tension, entice a reader to continue.	Identify how an author has chosen text to present and extend character, events or topics. Identify and discuss idiomatic phrases, and embedded metaphors using an appropriate technical vocabulary. Comment critically on language used to imply ideas, attitudes and points of view.
R etrieval	Say who a story was about. Asked a question about a story, answer it referring to pictures.	Use text to identify simple details about a given person, or an event or what a person did. Listen to what others say about the person or event, and discuss it.	Begin to use contents page, simple index, subheadings to find information. Know that simple retrieval is what the text says for certain – no guessing. Identify 3 key events in a short story	Reread a text to look for information. Scan – read a text quickly to find set information Use charts or diagrams. Point to evidence in text to justify answer.	Understand what skimming is. Look for key sentences and words to find important information. Quote key evidence from a text and identify less important information. Find information in graphs.	Use skimming and scanning as appropriate Refer to details and examples in a text as evidence. Paraphrase as well as quoting from a text as evidence. Use a complex index.	Use evidence to compare characters, events, places. Say why some evidence is more useful or more reliable than other evidence. Use quotes, paraphrasing and adapting text to give evidence.
S ummarise	Retell a story from pictures. Retell a story or rhyme they have heard read several times, remembering what happened in it.	Say who the main characters are and the main events in a story.	Put key events in the right order. Identify the 3 most important non-fiction facts in a short passage, drawing on their own knowledge too. Start to identify the relationship between different parts of the text.	Retell main points of a story in sequence Draw together information from across several paragraphs to sum up what is known about a specific character, event or idea. Identify key non-fiction facts drawing on a larger section of text.	Summarise paragraphs by identifying the most important elements, using inference as well as what is directly stated. Be able to make brief summaries about paragraphs at regular intervals when reading.	Identify key points in a chapter. Be able to make brief summaries about chapters at regular intervals when reading. Pull together what is known about a character or topic across a whole book. Justify why they have included specific information in a summary.	Compare their understanding of summarised events to their predictions of what might happen. Identify how a passage has changed their views of a character or story. When summarising a character, explain what inferences they have made to do that. Contrast information they might have included in a summary, and explain why they chose some above others.