

Key Skills Progression in Reading: Comprehension²

Foundation Stage	Y1	Y2	Y3	Y4	Y5	Y6
Read and understand simple sentences ELG	Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read in books they can read independently by:		Understand what they read by:	
	Drawing on what they already know or on background information & vocab provided by the teacher. <ul style="list-style-type: none"> Whole class story lessons RWI reading lessons Topic non-fiction texts 	Drawing on what they already know or on background information & vocab provided by the teacher. <ul style="list-style-type: none"> Teacher reading to class from narrative and non-fiction books 				
	Checking that the text makes sense to them as they read & correcting inaccurate reading <ul style="list-style-type: none"> Partner reading RWI – partner correcting mistakes...teacher listening in and helping 1:1 reading with TA – progress checks 	Checking that the text makes sense to them as they read & correcting inaccurate reading. <ul style="list-style-type: none"> Guided reading groups – children read passages aloud Class reading lessons 	Checking that the text makes sense to them, discussing their understanding & explaining the meaning of words in context. <ul style="list-style-type: none"> Class key texts Whole class reading sessions 1:1 reading with teachers/TAS/ partners 		Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context. <ul style="list-style-type: none"> Class texts Guided reading groups 	
Demonstrate understanding when talking to others about what they have read ELG	Discussing the significance of the title and events <ul style="list-style-type: none"> RWI – introduction focuses on title and what to expect from a new text Teacher/TA reading to class – discusses title and events as they move through the book 					
	Making inferences on the basis of what is being said and done. <ul style="list-style-type: none"> Children discuss what a character has said...why and what might they actually mean 	Making inferences on the basis of what is being said and done. <ul style="list-style-type: none"> Key texts for this in guided reading <i>The Emperor’s new clothes; Chicken Licken; The Princess and The Frog; Old Sticky; Desperate for a Dog</i> 	Drawing inferences such as inferring characters’ feeling, thoughts and motives from their actions, & justifying inferences with evidence		Drawing inferences such as inferring characters’ feeling, thoughts and motives from their actions, & justifying inferences with evidence	
			Class key texts Whole class comp.	Class key texts Whole class comp.	Class key texts Whole class comp.	Class key texts Whole class comp.
	Predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> Class teacher reading to whole class Children reading RWI books 	Predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> Whole class reading texts...<i>Dogger, 3 Little Wolves; The Magic Finger</i> Guided reading texts...particularly <i>Oakhollow Mystery; The Mystery of Mrs Kim; Dilly the Dinosaur</i> 	Predicting what might happen from details stated and implied		Predicting what might happen from details stated and implied	
		Answering and asking questions <ul style="list-style-type: none"> Written comprehension questions as part of whole class reading lessons Discussing answers to questions in guided reading Creating questions to ask a book character...e.g. hot-seating 	Asking questions to improve their understanding of the text		Asking questions to improve their understanding of the text	
			Class key texts Whole class comp. Guided Reading groups	Class key texts Whole class comp. Guided Reading groups		
					Provide reasoned justifications for their views	
			Retrieve, record and present information from non-fiction <ul style="list-style-type: none"> English/Science/Topic texts 		Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.	
			Identifying main ideas from more than one paragraph and summarise these <ul style="list-style-type: none"> Whole class reading lessons Guided reading lessons 		Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.	
			Identifying how language structure and presentation contribute to meaning		Identifying how language structure and presentation contribute to meaning	
					Retrieve and record information from non-fiction	
					<ul style="list-style-type: none"> End of year 	

					<i>individual topic</i> <ul style="list-style-type: none"> • <i>Challenge homework research and presentation</i>
				Distinguish between statements of fact and opinion	
	Participate in discussion about what is read to them, taking turns and listening to what others say. <ul style="list-style-type: none"> • <i>Teacher reads to class and children discuss</i> 	Participate in discussion about books, poems and other words that are read to them & those that they can read themselves, taking turns and listening to what others have to say. <ul style="list-style-type: none"> • <i>Teacher reads to class and discuss</i> • <i>Guided Reading groups...pre-reading, reading aloud and discussing ideas with others.</i> 	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say. <ul style="list-style-type: none"> • <i>Whole class reading and group guided reading discussions</i> 		Participate in discussion about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.
	Explain clearly their understanding of what is read to them. <ul style="list-style-type: none"> • <i>Teacher reads to the class or group. Children discuss with partner.</i> 	Explain and discuss their understanding of books and poems & other material, both those that they listen to & those that they read for themselves. <ul style="list-style-type: none"> • <i>Occasional book reviews</i> • <i>Comprehension questions – written and oral</i> 			Explain & discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.