

English Reading Comprehension Progression

Year Group	Comprehension				
	Vocabulary	Inference	Retrieval	Reviewing and Performing	Text Structure
Reception	<ul style="list-style-type: none"> Build important knowledge that extends familiarity with words and understand recently introduced vocabulary during discussions and role-play. Enrich and widen their vocabulary by listening to a broad selection of stories, non-fiction rhymes and poems. 	<ul style="list-style-type: none"> Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.* Respond to what they hear being read with relevant comments, questions or actions. Talk about stories, rhymes, poems and non-fiction books to develop knowledge of themselves and the world in which they live. 	<p>Retelling</p> <ul style="list-style-type: none"> Retell key fairy stories, traditional tales, rhymes and poems orally and through drawings. 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.* Give their attention to what others say and respond appropriately. 	<ul style="list-style-type: none"> Introduce the vocabulary front cover, title, blurb, author, and illustrator and return sweep.* Introduce and explore simple non-fiction books.
		<p>Predicting</p> <ul style="list-style-type: none"> Anticipate key events in stories.* 	<p>Sequencing</p> <ul style="list-style-type: none"> Sequence pictures for a simple story. 		
		<p>Questioning</p> <ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to stories or events.* 	<p>Summarise</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen. 		
		<p>Drama and Writing in Role</p>			
		<ul style="list-style-type: none"> Invent, adapt and recount narratives through role play using a rich range of vocabulary including familiar and recently introduced vocabulary. 			

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Year 1	<ul style="list-style-type: none"> Recognise vocabulary associated with different genres provided by the teacher. Discuss new word meanings and link them to words that they already know.* Recognise and join in with predictable phrases.* Capture and apply new vocabulary in writing.* 	<ul style="list-style-type: none"> Infer meaning about characters' feelings using pictures and verbally link these to their own experiences.* Make inferences about character types based on actions.* Explain clearly what is read to them.* Generate simple questions using who, when, what, how and why. 	<p>Retelling</p> <ul style="list-style-type: none"> Become very familiar with key stories.* Retell story read or heard, parts of a story using props. 	<p>Discussing and Debating</p> <ul style="list-style-type: none"> Participate in discussion about what is read to them. (stories, poems and non-fiction at a level beyond which they can read)* Take turns and listen to what others say.* State whether they like a story or poem. Begin to discuss how events are linked.* 	<ul style="list-style-type: none"> Understand and use the terms book, cover, beginning, end, page, word, letter, line, author and illustrator. Identify the title, blurb and author of a story or non-fiction book.* Discuss the significance of a title.* 	
		<p>Predicting</p> <ul style="list-style-type: none"> Make simple predictions based on the story and their own life experiences.* Predict what might happen based on what has already been read.* 	<p>Sequencing</p> <ul style="list-style-type: none"> Sequence pictures for the beginning, middle and end of a story read. 	<p>Presenting and Performing</p> <ul style="list-style-type: none"> Recite some poems and rhymes by heart. Retell key fairy stories and traditional tales verbally. 		
		<p>Questioning</p> <ul style="list-style-type: none"> Generate simple questions using who, when, what, how and why. Answer simple questions about characters, setting and key events in a story.* 	<p>Summarise</p> <ul style="list-style-type: none"> Identify and discuss the setting and names of the characters in a story.* 			<p>Comparing</p> <ul style="list-style-type: none"> Begin to identify similar and repeated language which occurs in more than one story such as <i>once upon a time</i>. Link reading to personal experiences.*
		<p>Drama and Writing in Role</p> <ul style="list-style-type: none"> Explore character through roleplay and drama.* 	<p>Features of different text types.</p> <ul style="list-style-type: none"> Recognise some typical characters and settings of fairy stories and traditional tales. Understand the difference between fictions and non-fiction.* Begin to describe the overall structure of the story.* 			

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Year 2	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poems. Discuss and clarify the meaning of new words using the context of the sentence or picture and link new meanings to known vocabulary. * Discuss their favourite words and phrases from the text.* Collect and apply new vocabulary in writing.* 	<ul style="list-style-type: none"> Make inferences about characters' feelings based upon actions and speech. * Draw upon own knowledge of the topic outside of the book. * Ask and answer simple and relevant questions about a story or simple non-fiction text.* 	<p>Retelling</p> <ul style="list-style-type: none"> Orally retelling a wider range of stories using actions and visual cues from the story.* 	<p>Discussing and Debating</p> <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. Take turns and listen to what others say.* State whether they like a story and characters within the story.* State which text they prefer and give a reason to support their opinion. Discuss the sequence of events in stories.* 	<ul style="list-style-type: none"> Read non-fiction texts that are structured in different ways.* Begin to identify and name a range of common organisers in non-fiction texts such as contents, headings, index and glossary. <p>Features of different text types.</p> <ul style="list-style-type: none"> Recognise and describe some typical features, similarities and differences between texts. Describe the overall structure of the story. E.g. including how the beginning introduces the story and the ending concludes the action.
		<p>Predicting</p> <ul style="list-style-type: none"> Make predictions prior to reading based upon the title, cover and skim reading of illustration.* Use their own knowledge to make predictions based upon events in the text so far to make logical predictions and give explanations for them. * 	<p>Sequencing</p> <ul style="list-style-type: none"> Sequence events from a story, explaining reasons for choices.* 	<p>Presenting and Performing</p> <ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make them clear. Retell a wider range of stories and traditional tales verbally. 	
		<p>Questioning</p> <ul style="list-style-type: none"> Ask and answer simple relevant inference/detective questions about a story or non-fiction text. * Begin to be able to change their questions as they progress through a text.* 	<p>Summarise</p> <ul style="list-style-type: none"> Explain their understanding of independent reading by answering simple questions about what they have read. * 	<p>Comparing</p> <ul style="list-style-type: none"> Identify and describe some differences between fiction and non-fiction books. Compare and contrast two or more versions of the same story. Compare and contrast language within a type of story read such as fairy tales. Make links between current and prior reading.* 	
		<p>Drama and Writing in Role</p> <ul style="list-style-type: none"> Take on the role of a character. E.g. speech or other drama techniques.* 			

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Year 3	<ul style="list-style-type: none"> Identify patterns in language e.g. rhyme, repetition, alliteration. Identify and generate words with similar meanings. Apply their growing knowledge of root words and suffixes to understand the meaning of new words they meet. Explain the meaning of words in given contexts. Begin to use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest and imagination. Begin to recognise key vocabulary and language features from different genres and apply to writing. 	<ul style="list-style-type: none"> Infer characters' feelings, thoughts and motives from their stated actions. Begin to justify them by referencing a specific point in the text. Infer an effect of a specific event or action. 	<p>Retelling</p> <ul style="list-style-type: none"> Retell a wide range of stories orally using actions and visual cues. 	<p>Discussing and Debating</p> <ul style="list-style-type: none"> Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them. Take turns and listen to what others say. Discuss specific events, characters or sections of a text. Discuss words and phrases which captures the readers interest and imagination. Write a structures reviews of a text, stating which were their favourite parts and why. 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways. Name and describe the function of a range of common organisers in non-fiction texts. See year 2 organisers plus year 3 sub-headings and diagrams. Use structural organisers to retrieve information from non-fiction texts. Recognise that pictures and photographs can give as much information as the text.
		<p>Predicting</p> <ul style="list-style-type: none"> Make predictions prior to reading based upon the title, cover, skim reading of illustrations, contents page and headings. Use relevant prior knowledge to make predictions and justify them. Make predictions based upon events and actions of characters so far in the story. Make predictions drawing upon knowledge from other texts. Make predictions based upon background knowledge of the texts. 	<p>Sequencing</p> <ul style="list-style-type: none"> Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices. 		
		<p>Questioning</p> <ul style="list-style-type: none"> Generate a variety of questions to help them understand the text further. Ask and answer inference/detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions. Find and select the word/s in a section of a text to answer find it questions. 	<p>Summarise</p> <ul style="list-style-type: none"> Give a brief verbal summary. Teachers begin to model how to record summary writing. Begin to distinguish between important and less important information in a text. 		
		<p>Drama and Writing in Role</p> <ul style="list-style-type: none"> Explore characters' actions and feelings through role play such as hot seating. Create short improvisations in role. 	<p>Presenting and Performing</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and perform showing understanding through volume and actions. 		
			<p>Comparing</p> <ul style="list-style-type: none"> Compare and contrast features of stories read such as characters, settings, openings and endings. Compare and contrast two or more versions of the same story such as comparing a play script of a story to the narrative. Compare and contrast language across different types of stories read such as fairy tales and plays. Identify and compare themes of fictional stories. 		
				<p>Features of difference text types.</p> <ul style="list-style-type: none"> Recognise and name some different forms of poetry. Begin to read for a range of purposes such as research or pleasure. Recognise the intended audience and purpose of some non-fiction genres. 	

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Year 4	<ul style="list-style-type: none"> Identify and generate words with similar and opposite meanings. Apply their growing knowledge of root words and suffixes to understand the meaning of new words they meet. Explain the meaning of words in given contexts. Discuss language to extend their interest in the meaning of words. Use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices. Explain why the author has used a particular word or phrase. Recognise key vocabulary and language features from different genres and apply to writing. 	<ul style="list-style-type: none"> Infer characters' feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying inferences with evidence using specific reference points in the text. Infer and comment on a range of possible effects of a specific event or action. 	<p>Retelling</p> <ul style="list-style-type: none"> Retell a wide range of texts orally which is balanced and clear. 	<p>Discussing and Debating</p> <ul style="list-style-type: none"> Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say and ask follow up questions to contributions made by others. Identify and discuss the purpose of a text and the intended impact on the reader. Identify and discuss the difference between fact and opinion. Discuss the impact words and phrases which capture the reader's interest and imaginations. Give reasons for recommendations to their peers and others. 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways. Name, use and describe the function of a range of common organisers in non-fiction texts. See year 2 and 3 organisers plus year 4: captions and labels, and bibliography. Use a range of structural organisers to retrieve information from non-fiction texts. Identify and explain how structure and presentational devices support meaning such as bold, italics diagrams etc.
		<p>Predicting</p> <ul style="list-style-type: none"> Make a prediction about the likely types of characters or events in a story based upon the front cover, title, knowledge of the author and different genres in writing. Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text. Make predictions drawing upon knowledge from other texts. 	<p>Sequencing</p> <ul style="list-style-type: none"> Show understanding of the text by sequencing a selection of unknown text so that they make senses as a whole, justifying reasons for choices. 		
		<p>Questioning</p> <ul style="list-style-type: none"> Generate a variety of questions about the deeper meaning of a text to help them understand the text further. Ask and answer inference/detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives. Find and select words and phrases to answer fit it question from different sections of unknown texts. 	<p>Summarise</p> <ul style="list-style-type: none"> Summarise orally and use skills developed in year 3. Write a brief summary of main points or sections of a text, identifying and using important information. 	<p>Comparing</p> <ul style="list-style-type: none"> Compare and contrast information from different sources about the same topic, identifying similarities and differences in content and structure. Compare and contrast the themes, settings and plots of stories. Compare and contrast language across different types of stories read such as fairy tales, myths and legends and science fiction. Identify and compare themes in a wider-range of fiction and non-fiction. 	
		<p>Drama and Writing in Role</p> <ul style="list-style-type: none"> Explore characters' actions, feelings and motives through roleplay such as hot seating. Demonstrate appropriate empathy through expression. 	<p>Features of difference text types.</p> <ul style="list-style-type: none"> Recognise and describe the typical features of a wider range of forms of poetry. Refer to parts of stories, dramas and poems when speaking or writing about a text. Read for a range of purposes such as research, pleasure or to locate specific information. 		

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Year 5	<ul style="list-style-type: none"> Identify figurative language devices e.g. similes, metaphors etc. Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context. Ask questions about vocabulary to improve their understanding. Discuss how language contributes to the overall meaning. Discuss how authors use figurative language and the impact of these on the reader. Compare the impact of different language devices within a text. Recognise language and vocabulary used by an author for a specific genre and compare to another author considering impact on reader. 	<ul style="list-style-type: none"> Infer characters' feelings, thoughts and motives giving one or two pieces of evidence to support the point that they are making. Begin to draw evidence from more than one place across the text. Infer and comment on the possible causes of events and actions. 	Sequencing <ul style="list-style-type: none"> Sequence sections/outlines if unknown texts based upon knowledge of genre feature. Confidently skim and scan and also use the skill of reading before and after to retrieve information 	Discussing and Debating <ul style="list-style-type: none"> Participate in discussion about books, building on their own and others' ideas. Ask questions to clarify others' opinions. Explain and discuss their understanding if what they have read, Provide reasoned justifications for their views. Discuss themes and points of views. Recommend to their peers orally and in writing books that they have read giving reasons for their recommendations. 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways. Identify structural organisers. Explain why the author has chosen to structure/present the text in a particular way. Explain how a series of chapters or scenes fits together to provide the overall structure if a particular story, drama or poem.
		Predicting <ul style="list-style-type: none"> Predictions are supported by relevant evidence from the text. Confirm and modify predictions as they read on. 			
		Questioning <ul style="list-style-type: none"> Actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Begin to ask critical thinking questions that take the discussion deeper and beyond the text. Ask and answer relevant inference/detective questions for a range of fiction and non-fiction texts. Find and select words and phrases from across a whole text to answer find it questions. 	Comparing <ul style="list-style-type: none"> Identify, compare and contrast the features of a range of different forms of poetry, non-fiction and fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source. Compare the language of poetry and non-fiction for the same theme or information. Begin to compare author's styles. 		
		Drama and Writing in Role <ul style="list-style-type: none"> Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating. Create improvisations in role such as creating a new or alternative scene. 	Features of different text types. <ul style="list-style-type: none"> Read for a range of purposes e.g. research, pleasure, locate specific information, and gain an overview. 		

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Year 6	<ul style="list-style-type: none"> Independently explore meaning and identify words and phrases that create a particular mood, feelings or attitude including figurative language. Ask questions to help clarify their understanding of vocabulary. Explain how words and phrases create a particular mood, feeling or attitude. Consider the impact on the reader of a range of vocabulary. Compare the impact of different language devices across texts. Recognise and compare language and vocabulary features across different text types and between authors and consider the impact on reader. Suggest how language would need to change for different audiences. 	<ul style="list-style-type: none"> Infer characters' feelings, thoughts, motives, giving more than one piece of evidence to support each point made. Justify and draw on evidence from different places across the text. Infer, comment on and make links between the cause and effects of events and actions. 	<p>Sequencing</p> <ul style="list-style-type: none"> Manipulate section of stories to create and explain a more complex narrative e.g. flashback. Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum. 	<p>Discussing and Debating</p> <ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas. Challenge views courteously Explain and discuss their understanding of what they have read through formal debates. Provide reasoned justifications and wider range of evidence to support their views. Comment on the overall impact of a text on the reader. Recommend books that they have read and give specific reasons for these. 	<ul style="list-style-type: none"> Read fiction and non-fiction texts that are structured in different ways Identify structural organisers. Discuss the effectiveness of different structures/presentations of fiction and non-fiction. Use text structure to help summarise the text. Analyse how a particular sentence, chapter or scenes fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
		<p>Predictions</p> <ul style="list-style-type: none"> Predictions are supported by relevant evidence from the text. Confirm and modify predictions in light of new information. 	<p>Summarise</p> <ul style="list-style-type: none"> Identify the main ideas from across several paragraphs or sections of the text and provide key additional information from the text to support this. Summarise the themes or viewpoint for different texts. Summarise in different ways for different audiences and purposes. 	<p>Presenting and Performing</p> <ul style="list-style-type: none"> Make notes for presentations to different audiences Learn a wider range of poetry. Prepare poems to read aloud and to perform; showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Explain and discuss their understanding by presenting some of their ideas to others. 	
		<p>Questioning</p> <ul style="list-style-type: none"> Actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Ask critical thinking questions that take the discussion beyond the text. Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions. 	<p>Comparing</p> <ul style="list-style-type: none"> Identify, compare and contrast the features of a range of fiction genres, contemporary v traditional, including poetry. Compare information, ideas values and attitudes represented with and across a text. Analyse how an author develops and contrasts the points of view of different characters in a text. Compare and contrast authors style, propose and viewpoint and language with and across books. 		
		<p>Drama and Writing in Role</p> <ul style="list-style-type: none"> Create improvisations in role e.g. for a different point in time to that in the text. Present ideas in role as an expert authority e.g. a debate. 			

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