# Progression in Reading
## Comprehension

**Purpose:**

Reading is a fundamental part of the school curriculum as it provides the key to accessing so much of the world around us. Comprehension skills are taught as children progress and develop as fluent, competent readers who understand what they have read.

| Read for Pleasure | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| • Listens to and joins in with stories and poems, when reading one-to-one and in small groups.<br><br>• Looks at and enjoys print independently | • Enjoys an increasing range of print and digital books, both fiction and non-fiction | • Read for pleasure<br>• Listen to a wide range of challenging stories, poems and non-fiction | • Read for pleasure<br>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales | • Read for pleasure<br>• Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories | • Read for pleasure<br>• Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories<br>• | • Read for pleasure<br>• Read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories<br>• Read books that are structured in different ways for a range of purposes<br>• Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures | • Read for pleasure<br>• Continue to read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories<br>• Read a wide variety of books that are structured in different ways for a range of purposes<br>• Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures |

# Poetry and Performance

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| • Sings to self and makes up simple songs | • Sing a range of well-known nursery rhymes and songs;<br><br>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | • Recite some poems/rhymes by heart<br>• Join in with predictable phrases | • Continue to learn/present poems by heart | • Recognise different forms of poetry<br>• Perform poems and playscripts for audience (starting to use appropriate intonation, tone, volume and actions | • Recognise and name different forms of poetry<br>• Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) | • Learn a wider range of poetry by heart<br>• Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)<br>• Explain their understanding through discussions, formal presentations and debates | • Learn a wider range of poetry by heart<br>• Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)<br>• Explain their understanding through detailed discussions, formal presentations and debates |

# Vocabulary

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | • Discuss meanings of new words/vocabulary provided | • Recognise simple recurring literary language in stories and poetry<br>• Discuss and clarify meaning of new words/phrases<br>• Discuss favourite words and phrases | • Begin to discuss words and phrases that capture the reader's interest | • Discuss words and phrases that capture the reader's interest | Evaluate authors' use of figurative language | • Evaluate authors' use of figurative language and consider effect on the reader<br>• Check that the book makes sense to them, discuss and explore meanings of words in context |

# Inference

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| • Talks about events and principal characters in stories. | • Describes main story settings, events and principal characters in increasing detail.<br>• Is able to recall,<br>• discuss and verbally answer questions about stories or information that they have read themselves. | • Make inferences on the basis of what is being said and done | • Answer questions in discussion with the teacher and make simple inferences<br>• Answer questions and make inferences<br>• Make inferences on the basis of what is being said and done | • Respond appropriately to simple inference questions based on characters' feelings, thoughts and motives.<br>• Check that the text makes sense to them and ask questions to improve understanding of text<br>• Identify how language, structure and presentation contribute to meaning | • Begin to support their inferences with evidence form the text.<br>• Identify how language, structure and presentation contribute to meaning | Infer characters' feelings, thoughts and motives and justify using evidence | • Draw inferences such as characters' feelings, thoughts and motives and justify using evidence and indirect clues |

# Prediction

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| • suggests how a story might end | • Anticipate – where appropriate – key events in stories; | • Make predictions based on what has been read so far | • Predict what might happen on the basis of what has been read so far | • Predict what might happen from details stated and implied | • Make reasoned predictions of what might happen clearly derived from details both stated and implied | Predict what might happen from details stated and implied | • Predict what might happen from details stated and implied |

# Explain and Retrieve

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| • Begin to understand why and how questions<br>• Uses talk to explain what is happening<br>• Knows that information can be retrieved from books, computers and mobile digital devices. | • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; | • Discuss their reading and make links to own experiences drawing on what they know<br>• Take turns to explain clearly their understanding of what is read to them<br>• Retrieve and record information from non-fiction | • Ask and answer questions<br>• Draw on what they already know or on background information and vocabulary provided by the teacher to make links between the book they are reading and other books they have read<br>• Retrieve and record information from non-fiction books that are presented in different ways | • Identify themes and conventions<br>• Identify how language, structure and presentation contribute to meaning<br>• Check that the text makes sense to them and ask questions to improve understanding of text<br>• Retrieve and recall key information from non-fiction | • Ask relevant questions and discuss their understanding, explaining the meaning of words in context<br>• Independently retrieves and confidently records information from non-fiction<br>• | • Check that the book makes sense to them, discuss and explore meanings of words in context<br>• Ask questions to improve understanding of text<br>• Identify how language, structure and presentation contribute to meaning<br>Retrieve, record and present information from analysis of a text | • Ask relevant and pertinent questions to improve understanding of text<br>• Identify how language, structure and presentation contribute to meaning<br>• Retrieve, record and present information effectively from non-fiction books |

# Sequence and Summarise

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| • Begin to be aware of how stories are structured<br>• Begin to sequence events from a familiar story. | • Is able to recall and discuss stories or information that has been read to them, or they have read themselves<br>• Is increasingly able to order and sequence events using everyday language related to time | • Become familiar with and retell key stories, fairy stories and traditional tales<br>• Discuss significance of titles/events<br>• Self-check to make sure text makes sense and correct inaccurate reading | • Discuss sequence of events in books<br>• Self-check to make sure text makes sense and correct any errors | • Retell some stories orally<br>• Identify main ideas across paragraphs and summarise these | • Confidently retell some stories orally<br>• Identify main ideas across paragraphs and summarise these<br>• Identify themes and conventions and summarise these accurately and concisely | • Identify and discuss themes and conventions across a range of texts<br>• Make comparisons within and across books, commenting on similarities and differences between texts<br>• Summarise main ideas identifying key details<br>Begin to distinguish between fact and opinion | • Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text<br>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br>• Distinguish between fact and opinion |

# Respond to Reading

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-----------|--------|--------|--------|--------|--------|--------|
| • Creates sounds, movements, drawings to accompany stories | • Make use of props and materials when role playing characters in narratives and stories. | • Join in with discussions about what they have heard/read | • Discuss and express views about a wide range of texts at a level beyond that at which they can read independently<br>• Participate in discussions about texts, explaining their understanding of what they have read so far<br>• Take turns in high-quality discussions about what they have heard/read | • Take turns in high-quality discussions about what they have heard/read and begin to express a point of view | • Discuss and compare texts from a wide variety of genres and writers | • Recommend books to peers giving reasons for their choices<br>Discuss books, building on others ideas, and begin to challenge others' opinions | • Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text<br>• Discuss books and courteously challenge others' opinions, providing reasoned justifications for Draw on what they already know or on background information and vocabulary provided by the teacher to make links between the book they are reading and other books they have read their views |