

COMPREHENSION SKILLS PROGRESSION

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading enjoyment	1.10 Participate in discussion about what is read to, taking turns and listening to what others say.	2.10 Participate in discussion about books, poems and other works that are read to and read independently, taking turns and listening to what others say.	3.10 Participate in discussion about both books that are read to and read independently, taking turns and listening to what others say.	4.10 Participate in discussion about both books that are read to and read independently, taking turns and listening to what others say.	5.10 Participate in discussions about books that are read to and read independently, building on own and others' ideas and challenging views courteously	6.10 Participate in discussions about books that are read to and read independently, building on own and others' ideas and challenging views courteously
	1.11 Explain clearly understanding of what has been read to	2.11 Explain and discuss understanding of books, poems and other material, that have been read to and read independently			5.11 Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	6.11 Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
					5.12 Distinguish between statements of fact and opinion	6.12 Distinguish between statements of fact and opinion
Word reading	1.13 Check that the text makes sense whilst reading and correct inaccurate reading	2.13 Check that the text makes sense whilst reading, self-correct and reread inaccurate reading	3.13 Check that the text makes sense through discussing understanding and explaining the meaning of words in context	4.13 Check that the text makes sense through discussing understanding and explaining the meaning of words in context	5.13 Check that the book makes sense through discussing understanding and exploring the meaning of words in context	6.13 Check that the book makes sense through discussing understanding and exploring the meaning of words in context
	1.14 Discuss word meanings, linking new meanings to those already known	2.14 Discuss and clarify the meanings of words, linking new meanings to known vocabulary	3.14 Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect before use	4.14 Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.	5.14 Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	6.14 Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
			3.15 Use a dictionary to check meanings of new words	4.15 Use a dictionary to check meanings of new words		
Retrieval	1.16 Draw on what is already known, or on background information and vocabulary provided by the teacher	2.16 Draw on what is already known, or on background information and vocabulary provided by the teacher	3.16 Retrieve and record information from non-fiction	4.16 Retrieve and record information from non-fiction	5.16 Retrieve, record and present information from non-fiction	6.16 Retrieve, record and present information from non-fiction
Sequencing & Summarising	1.17 Discuss the significance of the title and events	2.17 Discuss the sequence of events in books and how items of information are related	3.17 Identify main ideas drawn from more than one paragraph and summarise these	4.17 Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.	5.17 Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	6.17 Summarise the main ideas drawn from more than one paragraph, identifying key details and using quotations that support the main ideas or illustrate viewpoint
Inference	1.18 Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.	2.18 Make inferences on the basis of what is being said and done	3.18 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence	4.18 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence	5.18 Draw inferences such as inferring how characters' feelings, thoughts and motives change across time from their actions, and justify with evidence	6.18 Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning.
Prediction	1.19 Predict what might happen on	2.19 Predict what might happen	3.19 Predict what might happen	4.19 Predict what might credibly	5.19 Predict what might happen	6.19 Make predictions which are

	the basis of what has been read so far	on the basis of what has been read so far	from details stated and implied	happen from details stated and implied.	from details stated and implied, and justify with evidence from the text	securely rooted in the text using details stated and implied
Word Choice		2.20 Discuss favourite words and phrases	3.20 Discuss words and phrases that capture the reader's interest and imagination	4.20 Discuss and precisely explain words and phrases that capture the reader's interest and imagination	5.20 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	6.20 Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
Word Meaning			3.21 Identify how language, structure, and presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.	4.21 Identify how language, structure, and presentation contribute to meaning e.g. that the word 'threatening' means that a storm is close and could be dangerous; the introduction leads you into the text; each paragraph describes a different character.	5.21 Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.	6.21 Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
Comparison			3.22 Compare two characters or settings in a story	4.22 Compare how a character or setting changes throughout a story	5.22 Make comparisons within and across books e.g. compare two ghost stories or compare a character before and after an event.	6.22 Make accurate and appropriate comparisons within and across different texts.
Breadth	1.23 Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond independent reading	2.23 Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond independent reading	3.23 Listen to and discuss a wide range of fiction, poetry, plays, non-fiction reference books or textbooks	4.23 Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	5.23 Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook	6.23 Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook
	1.24 With encouragement, link what is read or read to, with own experiences					
	1.25 Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	2.25 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	3.24 Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	4.25 Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	5.25 Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, literary heritage, and books from other cultures and traditions	6.25 Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, literary heritage, and books from other cultures and traditions
	1.26 Recognise and join in with predictable phrases	2.26 Recognise simple recurring literary language in stories and poetry	3.25 Recognise some different forms of poetry [for example, free verse, narrative poetry]	4.26 Recognise some different forms of poetry [for example, free verse, narrative poetry]	5.26 Learn a wider range of poetry by heart	6.26 Learn a wider range of poetry by heart
	1.27 Learn to appreciate rhymes and poems, and to recite some by heart	2.27 Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	3.26 Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	4.27 Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	5.27 Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	6.27 Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
		2.28 Begin to read non-fiction books that are structured in	3.27 Read books that are structured in different ways	4.28 Read books that are structured in different ways	5.28 Read books that are structured in different ways and read for a	6.28 Read books that are structured in different ways and read for a

		different ways	and read for a range of purposes	and read for a range of purposes	range of purposes	range of purposes
					5.29 Recommend books that they have read to their peers, giving reasons for their choices	6.29 Recommend books that they have read to their peers, giving reasons for their choices