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| 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.*** *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**.* *Teacher reading to class from narrative and non-fiction books*
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| **Checking that the text makes sense to them as they read & correcting inaccurate reading*** *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.*** *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.*** *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.*** *Class texts*
* *Guided reading groups*
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| **Demonstrate understanding when talking to others about what they have read****ELG** | **Discussing the significance of the title and events*** *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*
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| **Making inferences on the basis of what is being said and done.*** *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.*** *Key texts for this in guided reading*

*The Emperor’s new clothes; Chicken Licken; The Princess and The Frog; Old Sticky; Desperate for a Dog* | **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*** *Class teacher reading to whole class*
* *Children reading RWI books*
 | **Predicting what might happen on the basis of what has been read so far*** *Whole class reading texts…Dogger, 3 Little Wolves; The Magic Finger*
* *Guided reading texts…particularly Oakhollow Mystery; The Mystery of Mrs Kim; Dilly the Dinosaur*
 | **Predicting what might happen from details stated and implied** | Predicting what might happen from details stated and implied |
| *Class key texts**Whole class comp.**Guided Reading groups* | *Class key texts**Whole class comp.**Guided Reading groups* | *Class key texts**Whole class comp.**Guided Reading groups* | *Class key texts**Whole class comp.**Guided reading groups* |
|  | **Answering and asking questions*** *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 |
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|  |  |  | **Retrieve, record and present information from non-fiction*** *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*** 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 |
|  | * *End of year individual topic*
* *Challenge homework research and presentation*
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|  |  |  |  | **Distinguish between statements of fact and opinion** |
|  | **Participate in discussion about what is read to them, taking turns and listening to what others say.*** *Teacher reads to class and children discuss*
 | **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.** * *Teacher reads to class and discuss*
* *Guided Reading groups…pre-reading, reading aloud and discussing ideas with others.*
 | **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.*** *Whole class reading and group guided reading discussions*
 | **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.*** *Teacher reads to the class or group. Children discuss with partner.*
 | **Explain and discuss their understanding of books and poems & other material, both those that they listen to & those that they read for themselves**.* *Occasional book reviews*
* *Comprehension questions – written and oral*
 |  | **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.** |