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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* |  | |  | |
| **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* | |
| **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* |  |  | |  | |
| **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* |
|  |  |  |  | | **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.** | |