

Whole School Progression in Reading Comprehension.



EYFS – Early Reading Skills (Language Comprehension)

This is a progression across Nursery & Reception that requires delivery of the Letters and Sounds Teaching Programme. Some pupils will be capable of moving onto Year 1 expectations.

Read a range of:

Fiction – Traditional tales (goodies and baddies), Fairy Tales and counting stories (Sequence, orally retell, perform, role play)

Non-Fiction – Names, labels, captions, letter, instructions, invitations, notices, wanted posters, recounts

Comprehension (linked to text taught in writing)	Notes and Guidance
<p><u>30-50 months Reading</u> Beginning to be aware of the ways stories are structured Listens to stories with increasing attention and recall Describes main setting, events and principle characters Shows interest in illustrations and print in books and print in the environment</p> <p><u>40-60 months Reading</u> Knows that information can be retrieved from books and computers</p> <p><u>ELG</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common regular words. They demonstrate understanding when talking with others about what they have read.</p>	<p><i>30 – 50 months Reading</i> <i>Children are aware of stories having a beginning, middle and end.</i> <i>From stories read to them, children can say where the stories are set, who the main character is and what happens.</i> <i>Can describe what they can see in illustrations.</i></p> <p><i>Children should know that print carries meaning and, in English is read from left to right and top to bottom.</i></p> <p><i>Children can read simple sentences and talk to other about what they have read.</i></p>

Poetry – Nursery rhymes, counting songs, jingles, sounds in the environment, shape poems, simple performance poetry

Year 1 – Reading. This is a progression across Year 1. Some pupils will be capable of moving onto Year 2 expectations.

EYFS expectations should be consolidated.

Read a range of:

<i>Comprehension (linked to text taught in writing)</i>	<i>Comprehension Guidance</i>
<p>Pupils should be taught to:</p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● being encouraged to link what they read or hear read to their own experiences ● becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ● recognising and joining in with predictable phrases ● learning to appreciate rhymes and poems, and to recite some by heart <p><u>Understand both the books they can already read accurately and fluently and those they listen to by:</u></p> <ul style="list-style-type: none"> ● drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading ● discussing the significance of the title and events ● making inferences on the basis of what is being said and done ● predicting what might happen on the basis of what has been read so far ● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to them. 	<p><i>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</i></p> <p><i>Pupils’ vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils’ chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</i></p> <p><i>However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured, such as how to build surprise in narratives, and the characteristic features of non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects.</i></p> <p><i>Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</i></p> <p><i>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</i></p>

Fiction – Stories in familiar settings, stories with repeating patterns, fantasy stories

Non-Fiction – Labels, lists and signs, information texts, labels and captions, letters, headings and sub-headings

Poetry – Pattern and rhyme, poems using senses, humorous poems, Traditional poems (The Owl and the Pussy Cat)

Year 2 – Reading. This is a progression across Year 2. Some pupils will be capable of moving onto Year 3 expectations.

Comprehension (linked to text taught in writing)	Comprehension Guidance
<p>Pupils should be taught to:</p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p><i>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading ‘place’ instead of ‘palace’.</i></p> <p><i>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</i></p> <p><i>Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words.</i></p> <p><i>Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character’s behaviour in a story; why certain dates are commemorated annually). ‘Thinking aloud’ when reading to pupils may help them to understand what skilled readers do.</i></p> <p><i>Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</i></p> <p><i>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</i></p> <p><i>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</i></p>

Year 1 expectations should be consolidated.

Read a range of:

Fiction – Stories in familiar settings - problem & Resolution, Traditional tales using dialogue, traditional tales from other cultures – story endings, fantasy stories, stories by the same author

Non-Fiction – Postcards and letters, information texts for research, instructions, recounts, fact files, diary entries

Poetry – Traditional songs and repetitive poems for performance, riddles, Haikus, poems on a theme

Year 3 – Reading - This is a progression across Year 3. Some pupils will be capable of moving onto Year 3 expectations.

Comprehension (linked to text taught in writing)	Comprehension Guidance
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Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Year 2 expectations should be consolidated.

Read a range of:

Fiction – Myths and Legends (good over evil), Stories about imaginary worlds – setting, dialogue, adventure stories with magical devices, folk tales, plays

Non-Fiction – Letters (3rd person), recounts, diaries, non-chronological reports, persuasive writing

Poetry – Poetry on a theme, traditional poetry with rhyming couplets, performance poetry, raps, traditional poetry (learnt by heart), shape poetry

Year 4 – Reading

This is a progression across Year 4. Some pupils will be capable of moving onto Year 5 expectations.

Comprehension (linked to text taught in writing)	Comprehension Guidance
<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry (e.g. free verse, narrative poetry) <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>The focus should continue to be on pupils’ comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p><i>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.</i></p> <p><i>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</i></p> <p><i>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this.</i></p> <p><i>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</i></p> <p><i>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</i></p> <p><i>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</i></p>

Year 3 expectations should be consolidated.

Fiction – Stories in an historical setting, myths and legends, imaginary worlds, plays and dialogue, adventure stories

Non-Fiction – recounts, information texts, non-chronological reports, persuasive texts, magazines, adverts, recounts – letters, diary entries

Poetry – Language play (onomatopoeia, word order, word puns), learn by heart ‘Double, Double, Toil and Trouble (Macbeth), Haikus, Tankas, Cinquains

Year 5 – Reading

This is a progression across Year 5. Some pupils will be capable of moving onto Year 6 expectations.

Year 4 expectations should be consolidated.

Comprehension (linked to text taught in writing)	Comprehension Guidance
<p>Pupils should be taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and 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 provide reasoned justifications for their views. 	<p><i>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</i></p> <p><i>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</i></p> <p><i>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</i></p> <p><i>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</i></p> <p><i>In using non-fiction, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</i></p> <p><i>The skills of information retrieval that are taught should be applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this</i></p> <p><i>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</i></p> <p><i>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</i></p>

Fiction – Classic fiction, fables, myths, legends, short mystery stories, scripted drama (Shakespeare for kids) fantasy stories.

Non-Fiction – Recounts, instructions, explanations, arguments and debates, fact and opinions, reports, journalistic writing, persuasive, non-chronological

Poetry – Classic poetry, Narrative poetry (Highway man), debate poetry, choral poetry, performance poetry

Year 6 – Reading

This is a progression across Year 6. Some pupils will be capable of moving onto Year 7 expectations.

Year 5 expectations should be consolidated.

Fiction – Modern fiction, fiction from our literary heritage (Frankenstein, The Hobbit), Traditional stories (Robin Hood), Stories with historical settings

Non-Fiction – Recounts, Instructions, Explanations, Reports, Recounts, Persuasive writing, non-chronological reports

Comprehension (linked to text taught in writing)	Comprehension Guidance
<p>Pupils should be taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ● recommending books that they have read to their peers, giving reasons for their choices ● identifying and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books ● learning a wider range of poetry by heart ● preparing 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● asking questions to improve their understanding ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● predicting what might happen from details stated and implied ● summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● distinguish between statements of fact and opinion ● retrieve, record and present information from non-fiction ● participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ● explain and 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 ● provide reasoned justifications for their views. 	<p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p><i>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</i></p> <p><i>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</i></p> <p><i>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</i></p> <p><i>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</i></p> <p><i>In using non-fiction, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</i></p> <p><i>The skills of information retrieval that are taught should be applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this</i></p> <p><i>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</i></p> <p><i>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</i></p>

Poetry – Classic poetry, Choral poetry, Poetry with powerful imagery, performance poetry, sonnets