Reading Progression

St. Mary's Catholic Voluntary Academy, Grantham

2024-25

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Reading Framework

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

- appreciate our rich and varied literary heritage

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading

- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.
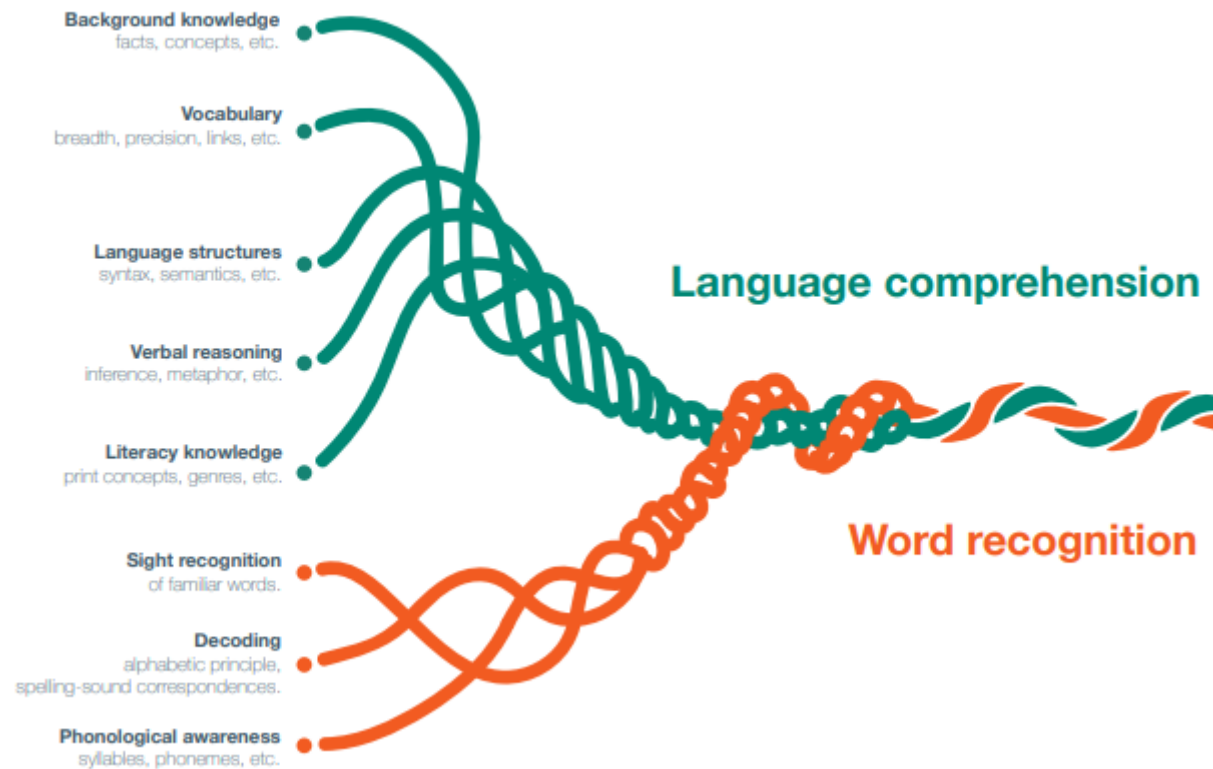
Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Scarborough Reading Rope

This model compares skilled reading to a rope, which consists of many different strands that are essential for the rope (skilled reading) to come together.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING[7]

Background knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language structures
syntax, semantics, etc.

Verbal reasoning
inference, metaphor, etc.

Literacy knowledge
print concepts, genres, etc.

Sight recognition
of familiar words.

Decoding
alphabetic principle,
spelling-sound correspondences.

Phonological awareness
syllables, phonemes, etc.

Language comprehension

Word recognition

Language Comprehension:

• Background Knowledge -This refers to the knowledge a reader already has about the information being read which needs to be applied to make sense of this new information. The knowledge about the world which children possess is, it seems, fairly crucial to them reading effectively.

• Vocabulary – This refers to the breadth of a reader's vocabulary. Obviously, the more words a reader knows in a text, the more fluent his/her reading of that text is likely to be.

• Language Structures – A reader needs at least an implicit understanding of how language is structured, that is, grammar. The debate has been about whether that knowledge needs to be explicit. Most children (and adults) sense when a sentence is not grammatically correct without being able to explain what the problem is.

• Verbal Reasoning – Readers need to be able to make inferences and construct meanings from the text: that is, they need to be able to THINK logically about what they read in they are to understand it, and its implications.

• Literacy Knowledge – It sounds obvious, but it is clearly important for child readers to understand concepts of print such as reading from left to right and top to bottom, how to hold a book, and that full stops complete one sentence (unit of meaning) before the text moves on. These things do not work in the same way in other languages, so they probably need to be taught somehow to English-speaking (and reading) children.

Word Recognition:

• Phonological Awareness – This refers to the awareness a reader has of the sound systems in language, including knowledge of syllables, and sentence intonation (a rise in voice when asking a question, for example). Knowledge and experience of rhymes seems especially important in developing this awareness.

• Decoding– This includes an understanding of the alphabetic principle, that is that a letter of the alphabet represents a sound, and that these letters/sounds can be blended together to make words. This is somewhat trickier in English than in some other languages. English has about 44 sounds (phonemes) but only 26 letters in the alphabet. Thus, the relationship between letters and sounds cannot be one to one.

• Sight Recognition – Some words are recognised when reading without the reader needing to decode them: you just know them. Research tells us that, in fact, most adult reading is like this. It is quite rare for us to have to read words we have never seen before, and thus do not know. Children need to build up their repertoires of sight words and the more they can read by sight, the more efficient their reading becomes.

These "strands" all work together to enable skilled reading. The strands develop over time and with more teaching and experience. The "Word Recognition" strands become more and more automatic with practice. Fluent readers will simply not be aware of these things happening – unless they encounter a problem.

In the case of the "Language Comprehension" strands, there will be a movement towards becoming more strategic in their use. Readers will become more aware of what they are doing and more in control of it. Of course, the development of comprehension is not time-limited. We all become better, more efficient and more subtle readers as we get older, more experienced, and meet more complex texts. However, just as the skills of word recognition will develop and grow in response to teaching, so too will all aspects of comprehension.

Table identifying SRR Language Comprehension strands and Comprehension strands as identified in the EEF Improving Literacy Guidance documents:

Scarborough Reading Rope Language comprehension strands:	*Comprehension strategies: (Taken for EEF Guidance documents)*
Background knowledge	Activating prior knowledge
Vocabulary	Prediction
Language structures	Questioning
Verbal reasoning	Clarifying
Literary knowledge	Summarising
Sight recognition	Inference
Decoding	
Phonological awareness	

	National Curriculum Programme of Study				
	EYFS	**Year 1**	**Year 2**	**LKS2**	**UKS2**
Word Reading		• apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • read common exception words, noting unusual correspondences between spelling. • and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • read other words of more than one syllable that contain taught GPCs. • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • read aloud accurately books that are consistent with their developing	• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • read accurately words of two or more syllables that contain the same graphemes as above. • read words containing common suffixes. • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

		phonic knowledge and that do not require them to use other strategies to work out words. • re-read these books to build up their fluency and confidence in word reading.	• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • read aloud books closely matched to their improving phonic knowledge. • sounding out unfamiliar words accurately, automatically and without undue hesitation. • re-read these books to build up their fluency and confidence in word reading.		
Comprehension		**Develop pleasure in reading, motivation to read, vocabulary and understanding by:** • 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,	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:** • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • discussing the sequence of events in books and how	**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.	**Maintain positive attitudes to reading and understanding of what they read by:** • 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

• 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. • discussing word meanings, linking new meanings to those already known. **Understand both the books they can already read accurately and fluently and those they listen to by:** • 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.	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 and clarifying the meanings of words, linking new meanings to known vocabulary. • 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. **Understand both the books that they can already read accurately and fluently and those that they listen to by:** • drawing on what they already know	• 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 [for example, 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.	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. **Understand what they read by:** • checking that the book makes sense

			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.	• 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.	to them, discussing their understanding and exploring the meaning of words in contex.t • 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.

Progression of Skills
Disciplinary Knowledge

Scarborough Reading Rope Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Recognition		**Pupils will know how to:**					
Sight Recognition		Read common exception words. Read common suffixes (-s –es –ing –ed etc.) Read contractions and understanding use of apostrophe. Read words which start with un-. Re-read books to build up their fluency and confidence in word reading.	Read exception words noting unusual correspondences. Read most words quickly and accurately without overt sounding and blending. Read common suffixes. Read most suitable books accurately, showing fluency and confidence. Re-read books to build up their fluency and confidence in word reading.	Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Apply their growing knowledge of root words, prefixes/suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Re-read and read ahead to check for meaning.	Apply their growing knowledge of root words, prefixes/suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Re-read and read ahead to check for meaning.
Decoding to fluency		Read accurately by blending. Divide words into syllables. Read multiple syllabic words containing taught GPS. Read aloud phonically decodable text. To reread texts to build up fluency and confidence in word reading.	Read accurately by blending, including alternative sounds for graphemes. Read multisyllabic words containing these graphemes. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue	Read aloud and independently, taking turns and listening to others. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Any focus on word reading should support the development of vocabulary.	Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Any focus on word reading should support the development of vocabulary.	Recite poems by heart, e.g. narrative verse, haiku. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Any focus on word reading should support the development of vocabulary.	Read accurately and check that they understand. Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Phonological awareness			hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				Any focus on word reading should support the development of vocabulary.
	Read, Write, Inc By the end of Foundation Stage: RWI: Green Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily. Read these sounds in Phonics Green and nonsense words with Fred Talk. Read Word Time 1.6 and 1.7 speedily. **Letters and Sounds** Secure in Phase 3 Sounds known securely: j, v, w ,x ,y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all , are.	**Read, Write, Inc** By the end of Year 1: Blue / Grey Read all Set 3 Sounds in nonsense words with Fred Talk • Read multisyllabic Phonics Green Words speedily • Read a passage at 80-90+ words per minute with intonation that shows comprehension. Apply phonic knowledge to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. Speedily read all 40+ letters/groups for 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings.	Secure phonic decoding until reading is fluent. Read and comment on unusual correspondence between grapheme and phoneme To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*. Letters and Sounds by December: <u>Complete Phase 6</u> Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es Understand the rules for adding ing, ed, er, est, ful, ly, y suffixes and prefixes changes words	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	Read further exception words, noting the unusual correspondences between spelling and sound. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	Read further exception words, noting the unusual correspondences between spelling and sound. To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

		To read words with contractions, e.g. I'm, I'll and we'll. **Letters and sounds** Phase 5 Graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Can read words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. Can read alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh phoneme zh known	Past tense				

Progression of Skills

Language Comprehension Progression: Expectations per year group/I can Statements

Language Comprehension	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Background Knowledge		Link what they have heard or read to their own experiences. Use what they already know to understand texts. Think about what they know about events or topics prior to reading.	Use prior knowledge, including context, including context, to understand texts. Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard.	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read.
Vocabulary	Vocabulary - Draw on knowledge of vocabulary to understand texts.	Discussing word meanings, linking new meanings to those already known. Draw on what they already know about vocabulary provided by the teacher.	Use prior knowledge, including vocabulary, to understand texts. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Find recurring language in stories and poems. Discuss their favourite words and phrases.	Use a dictionary to check the meaning of unfamiliar words. Identify where a writer has used precise word choices for effect to impact on the reader. Discuss words and phrases that capture the reader's interest and imagination	Use a dictionary to check the meaning of unfamiliar words. Begin to identify how language contributes to meaning. Discuss and record words and phrases that writers use to engage and impact on the reader. Discuss words and phrases that capture the reader's interest and imagination	Discuss how authors use language, including figurative language, considering the impact on the reader. Identify how language contributes to meaning.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify how language contributes to meaning.

Language structures		Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Explain how structure and presentation contribute to the meaning of texts. Use non-fiction texts to retrieve information. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	Explore narrative order and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry and read these aloud effectively. Identify some text type organisational features, for example, narrative, explanation and persuasion. Retrieve information from non - fiction texts.	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose. Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	Read books that are structured in different ways. Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Evaluate how effectively texts are structured and presented. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.

Verbal reasoning		Check that their reading makes sense and go back to correct when it doesn't. Draw inferences from the text and/or the illustrations. (beginning). Make predictions about the events in the text. Explain what they think a text is about.	Talk about and give an opinion on a range of texts. Read for meaning and check that the text makes sense. The child goes back and re-reads when it does not makes sense. Talk about their favourite words and phrases in stories and poems. Answer and ask questions. Make predictions based on what they have read. Draw (simple) inferences from illustrations, events, characters' actions and speech.	Discuss the texts that they read. Ask relevant questions to get a better understanding of a text. Predict what might happen based on details they have. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Identify the main point of a text.	Identify the (simple) themes in texts. Explain the meaning of words in context. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information they have deduced. Build on others' ideas and opinions about a text in discussion	Identify significant ideas, events and characters; and discuss their significance.	Recommend books to others and give reasons for their recommendation. Identify themes in texts.

Literacy knowledge			Retell key stories orally using narrative language. Talk about the main characters within a well-known story. Learn some poems and rhymes by heart.	Discuss the sequence of events in books and how they relate to each other. Retell stories, including fairy stories and traditional tales. Recite some poems by heart, with appropriate intonation.	Read a range of fiction, poetry, plays, and non-fiction texts. Explain how non-fiction books are structured in different ways and can use them effectively. Explain some of the different types of fiction books.	Know which books to select for specific purposes, especially in relation to science, geography and history learning. Ask relevant questions to improve their understanding of a text.	Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Discuss the features of each.	Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Discuss the features of each. Recognise texts that contain features from more than one text type. Read non-fiction texts to help with my learning. Identify and discuss the conventions in different text types. Identify the key points in a text.

Content domains: KS1 and KS2 (A **content domain** is the information or criteria that is being tested or studied.)

KS1	KS2
1a draw on knowledge of vocabulary to understand texts	2a give/explain the meaning of words in context
1b identify /explain key aspects of fiction and non-fiction texts	2b retrieve and record information/identify key details from fiction and non-fiction
1c identify and explain the sequence of events in texts	2c summarise main ideas from more than one paragraph
1d make inferences from the text	2d make inferences from the text/explain and justify inferences with evidence from the text
1e predict what might happen on the basis of what has been read so far	2e predict what might happen from details stated and implied
	2f identify/explain how information/narrative content is related and contributes to meaning as a whole
2h make comparisons within the text	2g identify/explain how meaning is enhanced through choice of words and phrases

Progression of Skills

Language Comprehension Progression: Expectations per year group/I can Statements

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		Draw on knowledge of vocabulary to understand texts		Give and explain the meaning of words in content			
	I can understand what familiar words mean when I hear a story being read.	I can tell a partner what some familiar words mean.	I can find a word in a sentence that has the same meaning as another word or phrase.	I use whole sentences to make a sensible guess about new words' meanings. I use the structure of a dictionary find the meaning of new words.	I use what I know about root words, prefixes and suffixes to help understand the meaning of new vocabulary. I use a dictionary to check the meaning of new vocabulary.	I use dictionaries independently to check the meaning of unfamiliar words and explain them to others.	I use a dictionary independently I use a thesaurus to give alternative words/phrases with a similar meaning.
Prediction		Predict what might happen on the basis of what has been read so far.		Predict what might happen from details stated and implied.			
	I can predict what might happen next. I can suggest how a story might end.	I can make plausible predictions about what might happen next based on personal experiences and what they have read so far.	I can make sensible predictions of what might happen next based on what is stated. I can justify my predictions based on what has already happened.	I can make clear predictions of what could happen next based on what is stated. I can justify my predictions based on what has already happened, giving evidence.	I can predict what might happen in a text, finding stated and clearly implied evidence to justify the prediction.	I can make more detailed predictions, using details (stated or implied), from within the text to justify my opinions.	I can predict what might happen from details, based on characters/settings. I can give justifications by identifying specific (supportive) evidence from within the text.
Inference		Make inferences from the text		Make inferences from the text. Explain and justify inferences with evidence from the text			

	I can make simple inferences about a character's feelings.	I can make simple inferences based on things characters said or did.	I can make simple inferences about the character's actions based on an event from the text.	I can make inferences and justify them with evidence taken directly from the text.	I can make inferences, based on evidence from different points in the text that are linked to character's actions and behaviour.	I can infer, justifying my inferences with specific evidence from the text or based in implied detail.	I can make inferences, justifying them with specific evidence from the text or based on implied detail.
Summarise		Identify and explain the sequence of events in a text		Summarise the main ideas from more than one paragraph			
	I can remember 2 or 3 events from a story, in order.	I can retell familiar stories, in order, from those that I have heard or read. I can retell the key points of a story we read as a class.	I can retell the key events, in order, from the story I am reading.	I can explain the main idea from the paragraphs I've just read.	I can identify the main ideas and key events from across a range of paragraphs.	I summarise the main ideas and themes explored within a text. I can identify at least one key detail that supports my thinking.	I summarise the main ideas and themes explored across the whole text. I can identify the key details that support my thinking.
Retrieval		Identify/explain key aspects of fiction and non-fiction texts		Retrieve and record information/identify key details from fiction and non-fiction			
	I can find information in a picture book to answer a simple question. I can tell you about characters, settings or events in a story.	I can answer simple "how" and "why" questions based on an event in the text. I can talk about the link between 2 events in a story I have read.	I understand simple cause and effect in texts where the link is clearly stated. I can explain why a character thinks/feels/behaves in a specific way using the text as evidence.	I know that information can be found in non-fiction features (diagrams, captions, photos) as well as the main text. I often use these features to find answers to questions.	I can use a range of different non-fiction features to find information and choose a simple way to record the facts I find.	I retrieve information from fiction or non-fiction, identifying and presenting key ideas. I select and sort information from a range of sources and record it effectively.	I retrieve, record and present straight-forward information from fiction and non-fiction texts for a clear purpose. I can select information from more than one source and summarise it in note form.

Justify		Make comparisons within the text		Identify and explain how information/narrative content is related and contributes to meaning as a whole and how meaning is enhanced through the choice of words and phrases.			
	I can tell you whether I like a story or not. I give a simple reason for my opinion.	I can remember some interesting words/phrases from the story when someone asks me.	I can find specific words/phrases (like alliteration) that I find interesting. I can explain why I like those words/phrases.	I am beginning to use familiar non-fiction features independently and use non-fiction texts effectively. I identify some basic features of organisation and sentence and text level.	I can identify basic features of organisation at sentence and text level. I can identify some structural choices and give simple comments about them.	I can discuss and evaluate a range of features. I can explain how organisation at sentence and text level contributes to the effects achieved in the text.	I can explain how organisation at sentence text level contributes to the effects achieved within a text. I can explore in detail how structural choices support the writer's purpose or theme.