



Abbey Primary School Reading Progression Grid: Comprehension (EYFS)



<u>Speaking</u> Children at the expected level of development will:	<u>Communication and Language</u> Children at the expected level of development will:	<u>Reading Comprehension</u> Children at the expected level of development will:
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	• Listen attentively and respond to what they hear with relevant questions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate - where appropriate - key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Abbey Primary School Reading Progression Grid: Comprehension (Year One)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum. The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction	Poetry and Performance
To discuss a wide range of poems, stories, and non-fiction texts. To retell, and become familiar with, the characteristics of key stories, fairy stories and traditional tales. To join in with discussions about a text, taking turns and listening to what others say. To recognise and join in with predictable phrases. To begin to link what they have read or heard to own experiences. To draw on what they already know or on background information and vocabulary provided by adults. To discuss the significance of titles and events. To know the difference between a non-fiction and fiction book.	To listen to and appreciate simple poems and rhymes, reciting some parts by heart.

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

Vocabulary		Inference	Prediction	Explanation	Retrieval	Sequence (KSI)
Understanding and Correcting Inaccuracies	Words in Context and Authorial Choice					
To check that a text makes sense as it is read (with support) and begin to self-correct.	To discuss word meanings and link new meanings to those already known.	To begin to make simple inferences (verbally and through images) based on what is being said and done.	To make simple predictions about what might happen based on what has been read so far.	To clearly explain understanding of what is read to them.	To answer simple verbal questions about what has been read. To begin to read and answer simple retrieval questions independently. To begin to identify key words from what has been read.	To discuss what happens 'before' or 'after' key events.



Abbey Primary School Reading Progression Grid: Comprehension (Year Two)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum. The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction	Poetry and Performance
To discuss and express views about a wide range of contemporary (modern) and classic poetry, stories and non-fiction. To retell and become familiar with the characteristics of key stories, fairy stories and traditional tales. To participate in discussion about books, poems and other works that are read to/by pupils, explaining their understanding and expressing their views. To recognise and join in with simple recurring literary language in stories and poetry. To recognise that non-fiction books are often structured in different ways. To discuss the significance of titles and events.	To continue to build up a repertoire of simple poems learnt by heart and recite some with the beginnings of intonation to make the meaning clear.

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

Vocabulary		Inference	Prediction	Explanation	Retrieval	Sequence (KSI)
Understanding and Correcting Inaccuracies	Words in Context and Authorial Choice					
To check that a text makes sense as it is read and to self-correct. To show understanding by drawing on what is already known or on background information and vocabulary provided by the teacher.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss favourite words and phrases.	To make inferences (including written, verbal and through images) based on what is being said, felt and done.	To make simple predictions what might happen based on what has been read so far.	To explain and discuss their understanding of books, poems, and other materials.	To ask and answer retrieval questions about a text. To read and answer simple retrieval questions independently. To identify key words from what has been read (in texts and in questions). To identify significant events and key information about a text they have read. To begin to use 'skimming' and 'scanning' to retrieve information.	To discuss the sequence of events in books and how items of information are related.



Abbey Primary School Reading Progression Grid: Comprehension (Year Three)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum. The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction	Poetry and Performance
To discuss, compare and respond to texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To become increasingly familiar with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally. To participate in discussion about both books that are read to/by them, taking turns, and listening to what others say. To begin to identify themes and conventions* in a range of books. To read books that are structured in different ways and begin to understand that reading can be done for a range of purposes. To use appropriate terminology when discussing texts (e.g. plot, character, setting). *To recognise authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To rehearse and perform poems and play scripts and show understanding through intonation, tone, volume and simple action. To begin to recognise different forms of poetry.

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

Vocabulary		Inference	Prediction	Explanation	Retrieval	Summarise (KS2)
Understanding and Correcting Inaccuracies	Words in Context and Authorial Choice					
To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding. To ask, answer and discuss questions to improve their understanding of a text. To substitute words for others to work out the meaning of words. To 'read around' and look for clues to work out the meaning of words. To identify root words, prefixes and suffixes to work out the meaning of words.	To begin to develop strategies to explain the meaning of words in context. To begin to identify how language, structure and presentation contribute to meaning. To discuss authors' choice of words and phrases for effect. To begin to use techniques (e.g., dictionaries and glossaries) to check the meaning of words that they have read.	To draw inferences (answering questions appropriately) about a character's feelings, thoughts and motives from their actions. To begin to justify their inferences with evidence from the text (identifying the part of the text that leads them to their conclusion). ('Point and Justify' approach).	To predict what might happen from details stated and implied. To begin to justify predictions using evidence from the text. ('Point and Justify' approach).	To explain and discuss their understanding of books, poems, and other materials, both those that they listen to and those that they read for themselves. To begin to know the difference between facts and opinions.	To retrieve and record information from fiction and non-fiction. To use contents pages and subheadings to retrieve information. To use 'skimming' and 'scanning' to retrieve information. To learn to 'read around' key words and phrases to retrieve information.	To identify ideas from one paragraph and summarise these.



Abbey Primary School Reading Progression Grid: Comprehension (Year Four)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum. The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction	Poetry and Performance
To discuss, compare and respond to texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To become increasingly familiar with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally. To participate in discussion about both books that are read to/by them, taking turns, and listening to what others say. To identify themes and conventions* in a widening range of books. To read a range of books that are structured in different ways and recognise when reading is needed for a range of purposes. To discuss and compare texts from a wide variety of genres and writers. *To refer to authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To rehearse and perform poems and play scripts, with appropriate, polished, techniques (intonation, tone, volume and action) to show awareness of the audience when speaking aloud. To recognise and discuss different forms of poetry.

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

Vocabulary		Inference	Prediction	Explanation	Retrieval	Summarise (KS2)
Understanding and Correcting Inaccuracies	Words in Context and Authorial Choice					
To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding. To ask, answer and discuss questions to improve their understanding of a text. To substitute words for others to work out the meaning of words. To 'read around' and look for clues to work out the meaning of words. To identify root words, prefixes and suffixes to work out the meaning of words.	To use strategies to explain the meaning of words in context. To identify how language, structure and presentation contribute to meaning. To discuss vocabulary used by the author to capture readers' interest and imagination. To confidently use techniques (e.g., dictionaries and glossaries) to check the meaning of words that they have read.	To draw inferences (answering questions appropriately) from characters' feelings, thoughts and motives from their actions.. To justify their inferences with appropriate evidence from the text. ('Point and Justify' approach).	To predict what might happen from details stated and implied. To begin to justify predictions using evidence from the text. ('Point and Justify' approach).	To explain and discuss their understanding of books, poems, and other materials, both those that they listen to and those that they read for themselves. To begin to know the difference between facts and opinions.	To retrieve and record information from fiction and non-fiction. To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information. To confidently use 'skimming' and 'scanning' to retrieve details. To gain independence in 'reading around' key words and phrases to retrieve information.	To identify main ideas drawn from more than one paragraph and summarise these.



Abbey Primary School Reading Progression Grid: Comprehension (Year Five)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum. The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction	Poetry and Performance
To discuss, compare and analyse texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To become increasingly familiar 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. To participate in discussions about books that are read to/by pupils, building on their own and others' ideas as well as courteously challenging views. To read a range of books that are structured in different ways and read for a range of purposes. To identify the characteristics of different text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To recommend texts to peers based on personal choice, giving reasons why.	To learn a wider range of poetry by heart. To rehearse for the performance of poems and plays, showing understanding of intonation, tone and volume so that the meaning is clear to an audience.

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

Vocabulary		Inference	Prediction	Explanation	Retrieval	Summarise (KS2)
Understanding and Correcting Inaccuracies	Words in Context and Authorial Choice					
To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding. To ask, answer and discuss questions to improve their understanding of a text. To substitute words for others to work out the meaning of words. To 'read around' and look for clues to work out the meaning of words. To identify root words, prefixes and suffixes to work out the meaning of words.	To identify how language, structure and presentation contribute to meaning. To discuss language used by authors to create effect (including figurative language: metaphor, simile, imagery, style and effect.) To evaluate the use of authors' language and explain how it has created an impact on the reader.	To draw inferences (answering questions appropriately) from characters' feelings, thoughts, and motives from their actions. To justify their inferences with evidence from the text. ('Point and Justify' approach). To begin to discuss how characters change and develop through	To predict what might happen from details stated and implied. To justify predictions using evidence from the text. ('Point and Justify' approach).	To explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To know the difference between facts and opinions. To distinguish between statements of fact and opinion, providing reasoned justification for their views.	To retrieve, record and present information from fiction and non-fiction. To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. To identify key information in a text using skimming and scanning. To 'read around' key words and phrases to retrieve information.	To identify main ideas drawn from more than one paragraph and to summarise these.

		texts by drawing inferences based on indirect clues. To begin to consider different accounts of the same events and discuss alternative viewpoints (both of authors and of fictional characters).				
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Abbey Primary School Reading Progression Grid: Comprehension (Year Six)



Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum. The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text.

Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction	Poetry and Performance
To discuss, compare and analyse texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To become increasingly familiar 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. To participate in discussions about books that are read to/by pupils, building on their own and others' ideas as well as courteously challenging views. To read an increasingly complex range of books that are structured in different ways and read for a range of purposes. To identify the effectiveness or purpose of characteristics of different text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To recognise more complex themes in what they read (such as loss or heroism). To compare characters and themes within a text and across more than one text. To recommend texts to peers based on personal choice, giving reasons why.	To continue to learn a wider range of poetry by heart. To prepare and confidently perform poems and scripts using a wide range of devices to engage the audience.

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

Vocabulary		Inference	Prediction	Explanation	Retrieval	Summarise (KS2)
Understanding and Correcting Inaccuracies	Words in Context and Authorial Choice					
To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding. To ask, answer and discuss questions to improve their understanding of a text. To substitute words for others to work out the meaning of words. To 'read around' and look for clues to work out the meaning of words. To identify root words, prefixes and suffixes to work out the meaning of words.	To identify how language, structure and presentation contribute to meaning. To analyse and evaluate the use of language (including figurative language) and how it is used for effect - using technical terminology such as: metaphor, simile, analogy, imagery, style and effect.	To draw inferences (answering questions appropriately) from characters' feelings, thoughts, and motives from their actions. To justify their inferences with evidence from the text. ('Point and Justify' approach). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To consider different accounts of the same events and discuss alternative viewpoints (both of authors and of fictional characters).	To predict what might happen from details stated and implied. To justify predictions using evidence from the text. ('Point and Justify' approach).	To explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To distinguish independently between statements of fact and opinion, providing reasoned justification for their views.	To retrieve, record and present information from fiction and non-fiction. To identify key information in a text using skimming and scanning. To 'read around' key words and phrases to retrieve information. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre review).	To identify main ideas drawn from more than one paragraph and to summarise these. To draw out key information and to summarise the main ideas in a text.