



North Lancing Primary - Reading Comprehension Progression

RECEPTION

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/Summarising
<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Anticipate key events in stories</p>	<p>They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Beginning to understand that a non-fiction is a non-story - it gives information instead. Fiction means story.</p> <p>Offer explanations for why things may happen.</p>	<p>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Focus on who, what, where and when questions</p>	<p>Can sequence pictures from a story or with familiar events</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>

YEAR 1

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/Summarising
<p>Introduction of topic and key vocabulary</p> <p>discuss word meanings, linking new meanings to those already known</p> <p>draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases</p> <p>use vocabulary given by the teacher</p> <p>discuss his/her favourite words and phrases</p>	<p>children make basic inferences about characters' feelings by using what they say as evidence</p> <p>infer basic points with direct reference to the pictures and words in the text</p> <p>discuss the significance of the title and events</p> <p>demonstrate simple inference from the text based on what is said and done</p>	<p>predict what might happen on the basis of what has been read so far in terms of story, character and plot</p> <p>make simple predictions based on the story and on their own life experience.</p> <p>begin to explain these ideas verbally or through pictures</p>	<p>give own opinion including likes and dislikes (not NC objective)</p> <p>link what they read or hear to their own experiences</p> <p>explain clearly own understanding of what has been read to them.</p> <p>express views about events or characters.</p>	<p>answer a question about what has just happened in a story</p> <p>develop own knowledge of retrieval through images</p> <p>recognize characters, events, titles and information</p> <p>recognize differences between fiction and non-fiction texts</p> <p>retrieve information by finding a few key words</p> <p>Contribute ideas and thoughts in discussion</p>	<p>retell familiar stories orally e.g. fairy stories and traditional tales</p> <p>sequence the events of a story they are familiar with</p> <p>begin to discuss how events are linked</p>

North Lancing Primary - Reading Comprehension Progression (Continued)



YEAR 2

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/Summarising
<p>discuss and clarify the meanings of words; link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>recognise some recurring language in stories and poems</p>	<p>make inferences about characters' feelings using what they say and do</p> <p>infer basic points and begin, with support, to pick up on subtler references</p> <p>answer and ask questions and modify answers as the story progresses</p> <p>use pictures or words to make inferences</p>	<p>predict what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>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> <p>express own views about a book or poem</p> <p>discuss some similarities between books</p> <p>listen to the opinion of others</p>	<p>independently read and answer simple questions about what has just been read</p> <p>ask and answer retrieval questions</p> <p>draw on previously taught knowledge</p> <p>remember significant event and key information about the text that they have read</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>retell using a wider variety of story language</p> <p>order events from the text</p> <p>begin to discuss how events are linked focusing on the main content of the story</p> <p>Recommended reads – 1 per child per half term</p>

YEAR 3

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/Summarising
<p>use dictionaries to check the meaning of words that they have read</p> <p>discuss words that capture the readers interest or imagination</p> <p>identify how language choices help build meaning</p> <p>find the meaning of new words using substitution within a sentence</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions</p> <p>justify inferences by referencing a specific point in the text</p> <p>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</p> <p>make inferences about actions or events</p>	<p>justify predictions using evidence from the text</p> <p>use relevant prior knowledge to make predictions and justify them.</p> <p>use details from the text to form further predictions</p>	<p>discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>recognise authorial choices and the purpose of these</p>	<p>use contents page and subheadings to locate information</p> <p>learn the skill of 'skim and scan' to retrieve details</p> <p>begin to use quotations from the text</p> <p>retrieve and record information from a fiction text</p> <p>retrieve information from a non-fiction text</p>	<p>identify main ideas drawn from a key paragraph or page and summarise these</p> <p>begin to distinguish between the important and less important information in a text</p> <p>give a brief verbal summary of a story</p> <p>teachers begin to model how to record summary writing</p> <p>identify themes from a wide range of books</p> <p>make simple notes from one source of writing</p>

YEAR 4

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/Summarising
<p>use a dictionary to check the meaning of words that they have read use a thesaurus to find synonyms</p> <p>discuss why words have been chosen and the effect these have on the reader</p> <p>explain how words can capture the interest of the reader</p> <p>discuss new and unusual vocabulary and clarify the meaning of these</p> <p>find the meaning of new words using the context of the sentence</p>	<p>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>infer characters' feelings, thoughts and motives from their stated actions</p> <p>consolidate the skill of justifying them using a specific reference point in the text</p> <p>use more than one piece of evidence to justify their answer</p>	<p>justify predictions using evidence from the text</p> <p>use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>monitor these predictions and compare them with the text as they read on</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>recognise authorial choices and the purpose of these</p>	<p>confidently skim and scan texts to record details</p> <p>use relevant quotes to support own answers to questions</p> <p>retrieve and record information from a fiction or non-fiction text</p>	<p>use skills developed in year three in order to write a brief summary of main points, identifying and using important information</p> <p>identify main ideas drawn from more than one paragraph</p> <p>identify themes from a wide range of books</p> <p>summarise whole paragraphs, chapters or texts</p> <p>highlight key information and record it in bullet points, diagrams, maps etc</p>

YEAR 5

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/Summarising
<p>Explore the meaning of words in context, confidently using a dictionary</p> <p>discuss how the author's choice of language impacts the reader</p> <p>evaluate the authors use of language</p> <p>investigate alternative word choices that could be made</p> <p>begin to look at the use of figurative language</p> <p>use a thesaurus to find synonyms for a larger variety of words</p> <p>re-write passages using alternative word choices</p> <p>read around the word' and *explore its meaning in the broader context of a section or paragraph</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>make inferences about actions, feelings, events or states</p> <p>use figurative language to infer meaning</p> <p>give one or two pieces of evidence to support the point they are making</p> <p>begin to draw evidence from more than one place across a text</p>	<p>predict what might happen from details stated and implied</p> <p>support predictions with relevant evidence from the text</p> <p>confirm and modify predictions as they read on</p>	<p>provide increasingly reasoned justification for own views</p> <p>recommend books for peers in detail</p> <p>give reasons for authorial choices</p> <p>begin to challenge points of view</p> <p>begin to distinguish between fact and opinion</p> <p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>explain and discuss own understanding of what they have read, including through formal presentations and debates</p>	<p>confidently skim and scan, and also use the skill of reading before and after to retrieve information</p> <p>use evidence from across larger sections of text</p> <p>read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>retrieve, record and present information from non-fiction texts</p> <p>ask own questions and follow a line of enquiry</p>	<p>summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas</p> <p>make connections between information across the text and include this in an answer</p> <p>discuss the themes or conventions from a chapter or text</p> <p>identify themes across a wide range of writing</p>

North Lancing Primary - Reading Comprehension Progression (Continued)



YEAR 6

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/Summarising
<p>Explain meanings of words, using dictionaries to check</p> <p>Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary and language devices</p> <p>Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences</p> <p>evaluate how the authors' use of language impacts upon the reader</p> <p>find examples of figurative language and how this impacts the reader and contributes to meaning or mood</p> <p>discuss how presentation and structure contribute to meaning</p> <p>explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph</p>	<p>To concisely paraphrase evidence from the text</p> <p>Infer, comment on and make links between texts.</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>make inferences about events, feelings, states backing these up with evidence</p> <p>infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p>	<p>predict what might happen from details stated and implied</p> <p>support predictions by using relevant evidence from the text</p> <p>confirm and modify predictions in light of new information</p>	<p>provide increasingly reasoned justification for own views</p> <p>recommend books for peers in detail</p> <p>give reasons for authorial choices</p> <p>begin to challenge points of view</p> <p>begin to distinguish between fact and opinion</p> <p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>explain and discuss own understanding of what they have read, including through formal presentations and debates</p> <p>distinguish between fact, opinion and bias explaining how they know this</p>	<p>confidently skim and scan, and also use the skill of reading before and after to retrieve information *use evidence from across whole chapters or texts</p> <p>read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p> <p>retrieve, record and present information from a wide variety of non-fiction texts</p> <p>ask own questions and follow a line of enquiry</p>	<p>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>make comparisons across different books</p> <p>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs</p>