Reading domains progression of comprehension skills

Meaning of words						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Participate in small group, class and one to one discussion, 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, rhyme and poems when appropriate | Discuss the meaning of new words in books that they can read and relate this to their current knowledge and experiences.

Discuss the meaning of new words that they hear in stories and non-fiction beyond their own reading level.

Relate new vocabulary to known and familiar contexts and have opportunities to use and reuse new language.

Use prosody (through choral and echo | Use the context of what they are reading to check that read words make sense.

Begin to use morphology (e.g. prefixes) to work out the meaning of new words.

Discuss and explain the meaning of new words, relating these to synonyms that they already know.

Use the context of a text to help them understand new words that are encountered through discussion with | Test pronunciation of unknown words and decide which sounds familiar or likely.

Use knowledge of root words, prefixes and suffixes to help work out the meaning of new words.

Use echo and choral reading, paying attention to punctuation to help work out the meaning of unknown words.

Use a dictionary to work out the meaning of unfamiliar words.

To think about how other words in a sentence might help us work out what a new word means | Use dictionaries to check the meaning of words that they have read

Identify and generate words with similar and opposite meanings

Begin to use simple context clues to work out the meaning of unknown words, reading around a sentence and the overall theme of writing.

Use a developing understanding of synonyms and | Use word classes and sentence construction to help ascertain what class a particular word might belong to and combine this with contextual knowledge to help work out unfamiliar words.

Use a range of contextual clues across a text to explore the meaning of words, giving clear explanations to justify definitions

Use suffixes and prefixes confidently and with increasing fluency to help decide on what the meaning may be and also what it cannot | Confidently use a range of contextual clues, morphology and word classes to explore the meaning of words

Read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Gain a deeper understanding of how the desired purpose, overall tone and character |

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

I can ask my key worker to help me understand a word that I am not sure of.

After my key worker has explained what the new word is, I can give them an example of my own with the new word. | reading) to help work out the meaning of new words.

Use simple role play to develop spoken use of new vocabulary. | teachers and other adults.

Discuss and use new vocabulary regularly and in context.

Use echo and choral reading to help work out the meaning of new words. | | antonyms to help working out the meaning of unfamiliar words.

Use suffixes to help identify word class

Use prosody, focussing on how punctuation can help us work out the meaning of unknown words, including using readers' theatre.

Begin to use root words, prefixes and synonyms together to work out the meaning of increasingly complex unknown words (eg - construct - synonym - build - deconstruct means to break down) also linking to own experiences | be (synonyms and antonyms)

Work out the pronunciation of homophones, using the context of the sentence and oral familiarity

Use and identify contextual clues in increasingly complex texts to explore the meaning of words

Use knowledge of word families to work out the meaning of unfamiliar words. | inferences can be used to help determine the most likely meaning of an unfamiliar word, using prior knowledge of word class to aid this. |

				(construction toys).		

Retrieval						
Take part in discussions about books they have read or listened to Explain clearly what they understand about what has been read to them Take part in discussions about books they have read or listened to	Retrieve the title of the book they are reading. Answer simple questions about key events in a story/extract that they have read. Answer simple retrieval questions about stories that they listen to. Retrieve simple information that is stated in a non-fiction book.	Answer simple retrieval questions based on an extract of a text that they have read or listened to. Explain the setting of a story. Answer questions about a topic that they have read about or listened to in information texts. Answer questions about how a character acts/what they do in a story.	Find and copy words and phrases which answer retrieval questions in increasingly longer pieces of text. Locate answers to simple retrieval questions in a short paragraph of fiction text. Answer true or false questions with low level competing information. Begin to use subheadings in information texts to help locate the answers to questions Begin to locate information which may be conveyed in a	Find and select words and phrases that describe character to answer 'find it' questions. Use the organisational features of non-fiction texts such as the contents page, headings and sub-headings to locate and retrieve information. Answer 'find it' questions where the information needed uses	Find information in reading by skimming, scanning and text marking Understand what is meant by the term key information Highlight key details and retrieve specific information using this understanding of key information Use the full range of non-fiction organisational devices to locate information in a text.	Understand how a particular question could cause confusion based on the use of synonyms and distractors. Children use skimming and scanning and reading before and after to retrieve and record information using evidence from across the whole text.

| I can recall facts from information | Retell stories including the key events.

Say which is their favourite part/character of a story. | Use simple features of information texts to help them retrieve information more efficiently (Titles, headings, contents page).

Use their developing knowledge of synonyms/discussed new vocabulary to answer simple retrieval questions through discussion. | different way to which the question is asked (e.g. - what time of day did it take place? The sun was coming up)

Retrieve information from stanzas in poetry, when directed to these | synonyms, selecting from a paragraph of text.

Use their developing understanding of synonyms to answer retrieval questions from within a given section of text.

Begin to suggest where information is most likely to be retrieved from within a non-fiction text, based on their growing understanding of organisational devices and synonyms combined.

Confidently use the standard layout features of information texts to retrieve information | Retrieve, record and present information from non-fiction and fiction texts

Distinguish between statements of fact and opinion

Understand how synonyms can cause confusion when retrieving specific information and use key details to lesson this.

Retrieve information accurately without distraction or confusion from word choice. | Retrieve information accurately without distraction or confusion from word choice. |

| | | | | | Start to prove why their answer is correct based on retrieving information

Retrieve information about settings based on descriptions given. | |

Summarising (KS2 only)/sequencing

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Learn to appreciate rhymes and poems, and to recite some by heart	Retell a simple story with the events in the correct order. Explain what happens at the beginning/middle/end of a story Answer questions about what happens first, before, next, last.	Answer questions about when an event in a story took place, relating it to simple story structure. Retell a story including all key events, Put the events of a story in order and match words to describe the part of the story it relates to.	Summarise the events in a simple narrative poem through discussion. Orally summarise the events in a paragraph of fiction writing Orally summarise the information contained in different sections of non-fiction texts Give a character summary based on character description and actions. Sequence the events in a chapter of an age-appropriate adventure story,	Summarise orally the main events of a paragraph and then a chapter in narrative writing Summarise the events of a simply structured narrative poem with increasing independence. Suggest sub-headings for non-fiction texts by summarising the main information a section contains.	Use skimming to establish main ideas in a text Use scanning to determine the 'gist' of the text Participate in discussion about what is important information and what is not Identify cohesive devices which help to sequence information. Summarise the main ideas drawn from more	Understand the role of key information when creating a summary Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Extract and evaluate relevant information from

Anticipate key events in stories.			with the inclusion of simple synonyms. Sequence a set of instructions, when steps have been summarised. Summarise information about a given subject, based on the contents of a short information text. Use growing understanding of simple cohesive devices (adverbs/adverbials of time) to put an explanation text in the correct sequence	Sequence the events in narrative poetry Sequence the events in a recount, with an understanding of where the events may not be written in the order that they have occurred. Sequence events in a paragraph of narrative writing, where some events have been summarised using synonyms. Correctly sequence explanation texts using knowledge of adverbials of time to assist Summarise the events of a chapter of narrative text,	than one paragraph, identifying key details that support the main ideas Summarise themes of whole texts, identifying key details that supports main ideas Sequence main ideas and events in texts, even where functional distractors are present	more complex texts. Use a range of contextual cues, knowledge of summarising and synonym use to sequence events that are not presented in the same way as the original text. Understand when past and present tense need to be maintained or used interchangeably when sequencing, depending on information presented.

				knowing which information can be omitted and which must be included.		

Inference						
Make comments about what they have heard and ask questions to clarify understanding

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Show sensitivity to | Infer simple character feelings in a picture and explain how this is shown (sad, happy, excited, cross).

Explain how a character in a story might be feeling based on simple speech and actions.

Say whether a character in a fairy story is good/bad based on their actions. | Give simple character descriptions based on the actions of characters in stories.

Explain characters' feelings based on what they say, building up the range of feelings from Year 1.

Explain how a character might be feeling based on their actions, increasing the range of feelings described from Year 1. | Make inferences from pictures, linking these to actions that they can see taking place. Start to link the written word to authors creating pictures in the readers' mind.

Make simple inferences about how a character feels based on their actions, with scaffolding to support choices.

Select words to describe a character based on what they say and what they do.

Make simple inferences about someone's opinion | Infer the feelings of characters through their actions and speech, using evidence from the text to justify inferences

Infer character traits through the way a character behaves

Begin to infer the motives of characters through contextual clues

Make inferences about characters' | Explain the possible reaction of readers to characters/settings/plot with accurately matched evidence

Explain and describe the characteristics of characters, using evidence from the text to justify these opinions

Infer how a character might be feeling using a combination of character clues, thoughts, speech and actions

Identify subtle hints and explain how these contribute to the | Identify literary techniques and explain how these are used to achieve a desired outcome and influence the readers' reaction to texts.

Fully explain the motivation for the feelings and actions of characters based on a range of evidence

Identify and comment on explicit and |

| | | | based on what they say or how they act.

Infer what it might feel like to be in a setting, based on the description given. | motives based on the events of writing so far.

Infer the atmosphere in narrative writing based on descriptions given and character' reactions.

In explanation texts, infer the difficulty of completing different stages based on the use of adverbials of manner | readers' experience of a character or setting

Consider how the use of similes and metaphors helps the reader to infer information about a setting. | implicit points of view.

Identify subtle hints and explain how these contribute to the readers' experience |
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| their own and others needs

Take part in discussions about books they have read or listened to | | | | | | |
| Prediction | | | | | | |
| Predict what might happen based on what has happened so far

I can say what might happen next linked to | Use their knowledge of familiar genres (e.g.fairy tales) to predict what might happen in a new one.

Predict what might happen based on the front cover and title of a book. | Make predictions based on what has happened so far in a story.

Make a prediction about what a character in a story might do, based on | Make predictions based on prior knowledge of a topic or theme.

Make simple predictions of how a character might act, based on what you know about them so far. | Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and | Predict what might happen next in a narrative and use evidence from the text to explain this prediction

Use a range of evidence as well as structural | Use detailed knowledge of text types to make reasoned predictions and create a justified reason for this prediction. |

other similar stories I can predict what will happen in the story when reading the title and talking about my reasons.	Use information from key events to predict what might happen next.	how they have acted so far. Make a prediction about what might happen to a character based on how they can be generalised (goodie, baddie) using their wider knowledge and similar stories.		different genres of writing. Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts.	clues to make reasoned predictions.	Use foreshadowing to make a reasonable prediction. Use reasoned thinking to explain predictions, combining own wider knowledge of the world with text based evidence.
Discuss structure within and between texts (KS2 only)						
			Consider how a simple narrative poem is structured and compare this to other poems. Begin to consider how short stories are structured (introduction, events/dilemmas/resolution)	Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points	Understand the term 'theme' and begin to recognise them in what they read. Begin to compare the organisation of different texts of the same genre and explain	Explain how organisational and stylistic devices contribute to manipulate readers' responses to texts

			Begin to compare the use of language in a range of narrative genres (e.g. adventure, fantasy, traditional tales)

Consider why some non-fiction texts must be written in order whilst others can be in any order. | Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs

Begin to explain how the structure of non-fiction texts may differ and offer explanations to these differences based on the purpose of the non-fiction text.

Understand how different non-fiction books may be organised and spot an increasing range of structural features - glossary, introductions, pictures

Compare different characters in stories, using | the possible reasons for differences

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.

Begin to understand how narrative voice can influence the reaction of a reader. | Use considered reasoning to compare different viewpoints to the same events based on knowledge of narrative voice, character motivations and characteristics and role and opinions of the author

Discuss how the structural choices support the writer's theme and purpose. |

				evidence from the text to explain how these differences are created Compare the use of language in formal and informal recounts		
Explain the impact of vocabulary (KS2 only)						

| | | | | Identify and consider the different purposes for using adjectives depending upon the purpose of the writing.

Comment on why certain verbs have been selected and how this helps to create certain effects (meeting a given purpose)

Begin to consider how an author helps us to like or dislike a character by the words they use.

In descriptive writing, identify the words which create the desired impact (scary, exciting, peaceful) | Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices

Begin to explain how the atmosphere of narrative text is created, identifying the words and phrases used to do this

Explain why and how certain words or phrases have been used to create a given impact, beginning to understand shades of meaning and relating this to use of appropriate synonyms,

Explain how a sense of setting has been created, | Identify play on words, especially through the use of homophones, and explain how these are used for humour.

Explain how the impact of language, particularly figurative language, has been used to create atmosphere.

Confidently identify and label language choices and explain the impact of this upon the reader (atmosphere, impression)

Explain the possible reaction of readers to characters/settings/plot in terms of the language choices and structural devices used by the author | Critically evaluate the use of authors' word choices, explaining their contribution to the intended purpose of a text.

Explain how the use of stylistic literary devices (similes, metaphors, personification) impacts on the reader and helps influence their reaction to a text. |

| | | | | referring to the language choices and relate this to the genre of narrative writing

Use a range of adjectives with increased precision to describe the impact of vocabulary on creating atmosphere.

Start to explain how the use of specific verbs helps to convey characters' feelings.
Start to explain how adverbs of manner are used to create impact | | |