

Tickhill Estfeld Primary School: Reading Skills Progression Map- Comprehension

	Vocabulary	Retrieval	Prediction	Summarising	Inference
Reception	Uses book talk to clarify their thinking, ideas and feelings.	Verbally answers simple recall questions about known stories and information.	Suggests what might happen next or how a story might end based on the action so far. Uses pictures from the story or poem to support this. Talks to others about their ideas. Listens to, and comments on, the predictions others make. Innovates stories through role play, small world play and play with puppets. Shows awareness of rhyme. Uses vocabulary and forms of speech that are influenced by their experience of books.	Talks about stories they have listened to. Describes main events and characters. Orders key events from the text. Reads and understands simple sentences. Introduces narrative/story elements in their play.	Infers characters feelings at different points in a story and links to own experiences.
Year 1	Recognises familiar words in simple texts. Links new words to words that they already know. Establishes meaning when reading simple texts. Re-reads some sentences with expression. Re-reads to enhance phrasing and clarify precise meaning. Is aware of need to establish meaning in own reading e.g. 'what does that mean?' Shows curiosity about new words across the curriculum.	Verbally explains their understanding of stories and information that is read to them. Answers simple questions about what has just happened. Recognises that additional information can be contained in illustrations and diagrams. Finds specific information in simple texts. Finds a part of the text they find interesting or enjoyable.	Predicts next word, sentence or action. Predicts what might happen on the next page. Recognises and joins in with predictable phrases. Comments on links with own life experiences, other books, stories known through film etc.	Recalls stories that are read to them and retells them accurately. Explains facts they have learned from non-fiction books that are read to them. Talks about the main characters, settings and events in stories. Retells main elements of simple texts they have read for themselves.	Notifies relationships between one text and another based on characters' actions. Confidently infers characters' feelings at different points in a story and links to own experiences. Expresses additional understanding from illustrations. In discussion with the teacher, makes simple inferences or deductions based on the actions or words of characters.
Year 2	Discusses and clarifies the meaning of words. Links new words to familiar vocabulary. Discusses their favourite words and phrases. Recognises simple recurring literacy language in stories and poetry. Recalls basic word synonyms and antonyms. Recognises some root words.	Answers and asks questions about fiction and non-fiction texts. Finds specific information in texts. Understands the difference between fact and opinion. Checks information in the text. Discusses reasons for events in stories and begin to explain characters' actions. Expresses opinions about events and characters, giving evidence from the text.	Predicts in more detail, with reasons, e.g. I think.... because.... Makes predictions which show understanding of events, ideas and characters. Reads title, blurb and uses visual clues to predict the content of books. Predicts what might happen next in the story based on what has already happened or what they know about the characters. Links reading to other texts. This story is similar to....because....	Discusses the sequence of events in books and how items of information are linked. Becomes increasingly familiar with, and retells confidently, a wider range of stories and traditional tales. Recalls main elements of content in response to questions about text they have read or listened to. Draws upon existing knowledge and vocabulary to support understanding of stories they read and listen to. Draws simple, reasoned conclusions from events and ideas in text and illustrations. Notices broad similarities and differences between familiar texts. Understands the structure of stories as beginning, middle and end and uses this to retell main points of a story verbally. Refers to characters, events and settings.	Independently recognises links between own experiences and events, characters or information in texts. Infers characters' feelings at different points in a text from what they say and do. Identifies information about a character that is not explicitly written down.
Year 3	Independently accesses some additional meaning from text and illustrations by making links between elements. Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. Begins to efficiently read around words to establish meaning. Understands the meaning of prefixes, suffixes and root words. Independently uses synonyms and antonyms to develop understanding.	Uses text structures to make it easier to find information. Searches for, and finds, information confidently. Begins to use skimming, scanning and note making. Expresses increasingly confident opinions, referring to specific elements in the text. Explains likes and dislikes in detail.	Independently looks through a variety of texts to predict content, layout and story development. Uses experience of reading a variety of genres to recognise text type. Suggests extensions or alternatives to plot. Makes predictions at various points in the story, giving reasons and evidence from the text. Writes more detailed predictions with reference to earlier text.	Uses text as a reference and model. Recalls main elements of text content in response to questions. Understands the structure of stories as beginning, middle and end and uses this to retell main points of a story verbally in greater detail. Begins to evaluate one text against another, comparing and contrasting main themes. Begins to distinguish between important and unimportant information.	Infers characters' feelings, thoughts and motives from their stated actions and words. Begins to justify these inferences with reference to specific points in the text.

				Summarises a part of a story or non-fiction text and compares the summary with another aspect of the text. Begins note-making.	
Year 4	<p>Re-reads to make different interpretations of dialogue, complex sentences and unfamiliar language.</p> <p>Pauses appropriately in response to punctuation or meaning.</p> <p>Reads ahead to determine direction in meaning.</p> <p>Understands meaning of exception words.</p> <p>Checks the book makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Reads around words to establish meaning.</p> <p>Independently uses synonyms/antonyms and root words.</p>	<p>Identifies key words and passages when responding to questions.</p> <p>Raises relevant questions.</p> <p>Expresses reasoned opinions about what is read and compares texts.</p> <p>Begins to use relevant quotations to support responses.</p> <p>Uses a variety of information texts to answer own queries.</p> <p>Makes good use of summaries to aid retrieval.</p> <p>Begins to understand that the retrieval of information can be linked to synonyms.</p> <p>Develops use of skimming, scanning and note-making.</p>	<p>Makes sensible predictions, referring to events, setting and characters.</p> <p>Knows where to look for answers in a text using pattern, layout, organisation etc</p> <p>Understands that prediction has to be based on knowledge of this or similar texts.</p> <p>Makes multiple predictions based on different characters or settings in the same story.</p>	<p>Recalls main elements of text content in response to questions.</p> <p>Begins to give brief written summaries.</p> <p>Shows understanding of main points and themes.</p> <p>Draws conclusions using identified ideas or information within a text.</p> <p>Evaluates one text against another, comparing and contrasting main themes.</p> <p>Records summaries effectively to use at a later stage or to break down longer, challenging texts.</p> <p>Develops use of note-making.</p> <p>Seeks links between texts and draws conclusions.</p> <p>Identifies conventions.</p>	<p>Infers characters' feelings, thoughts and motives from their stated actions and words.</p> <p>Justifies these inferences with reference to specific points in the text.</p> <p>Explains the relationship between own experiences to those of book characters.</p>
Year 5	<p>Reads aloud, using voice appropriately to give full value to meaning, pace, tension etc.</p> <p>Uses syntax, context and word structure to build on and develop vocabulary</p> <p>Shows awareness of the listener through the uses of pauses, emphasis and pace to entertain and maintain interest.</p> <p>Finds relevant words in a text without prompting.</p> <p>Checks that the text makes sense to them, discusses their understanding and explains the meanings of words in contexts that are unfamiliar to them.</p> <p>Explores the multiple meanings words could have in particular contexts.</p> <p>Independently uses synonyms/antonyms and root words to develop understanding.</p> <p>Habitually reads around words to establish meaning.</p>	<p>Retrieves and collates information from a variety of reading sources.</p> <p>Identifies fact and opinion in a text.</p> <p>Locates ideas and information quickly in a range of resources; uses index, contents etc,</p> <p>Knows where and how to look for answers in the text.</p> <p>Understands that the retrieval of information can be linked to synonyms.</p> <p>Uses summaries to aid retrieval.</p> <p>Shows stamina and doesn't give up when it gets tricky.</p> <p>Uses skimming, scanning and note-making.</p> <p>Is confident to retrieve information in both fiction and non-fiction.</p> <p>Uses relevant quotations to support responses.</p>	<p>Refers to the text to support predictions and opinions.</p> <p>Makes multiple predictions about a story as new information is received or revealed.</p> <p>Explains why their predictions have evolved.</p> <p>Clarifies the effectiveness of other's predictions.</p> <p>Able to debate their predictions with others and justify their opinions with evidence from the text.</p>	<p>Uses skimming, scanning and note-making to identify the main themes or key points in a text.</p> <p>Describes relationships/links between themes within a text e.g. cause and effect or between texts.</p> <p>Can paraphrase text without losing meaning.</p>	<p>Infers characters' feelings, thoughts and motives from their stated actions and words.</p> <p>Justifies these inferences with evidence from different places across the text.</p> <p>Debates their inferences with evidence.</p> <p>Knows that their inferences can change as they move through the text and identifies when and why.</p> <p>Starts to make links between inference and prediction.</p>
Year 6	<p>Reads aloud, using voice appropriately for different characters.</p> <p>Recognises that certain words and phrases create particular responses in the reader.</p> <p>Checks that the text makes sense to them, discusses their understanding and explains the meanings of words in contexts that are unfamiliar to them.</p> <p>Explores the multiple meanings words could have in particular contexts and debates the most relevant meaning.</p> <p>Efficiently uses synonyms and antonyms to develop understanding and quickly identify answers.</p> <p>Habitually and efficiently reads around words to establish meaning.</p>	<p>Identifies own research needs.</p> <p>Selects relevant information from a range of appropriate texts.</p> <p>Retrieves and collates relevant information.</p> <p>Considers synonyms while reading and retrieving.</p> <p>Uses skimming, scanning and note-making effectively and habitually.</p> <p>Retrieves effectively across all genres.</p> <p>Uses relevant quotations to support responses.</p>	<p>Whilst reading, begins to realise there may be a deeper theme or meaning underlying the basic plot.</p> <p>Engages with fiction and non-fiction that is part of a series and makes justifiable assumptions as to plots, outcomes and characters later in the series.</p> <p>Identifies when predictions are based on inferences and when they are based on stated details.</p> <p>Able to debate their predictions with others and justify their opinions with detailed evidence from the text.</p>	<p>Selects essential key points.</p> <p>Forms valid and well justified conclusions based on detailed reference to the text.</p> <p>Uses note-making effectively to summarise the main points in a text.</p> <p>Identifies key features, themes and character traits across a range of texts.</p> <p>Compares and contrasts information from a variety of sources.</p> <p>Makes critical comparisons between texts.</p> <p>Evaluates effectiveness of texts against their purpose.</p> <p>Describes relationships/links between themes in a text e.g. plot, cause and effect and chronological structure.</p>	<p>Discusses a range of possible deductions from an event in the text and evaluates the most likely.</p> <p>Explains implied meanings making reference to the text.</p> <p>Evaluates their inference over time, identifying when and why their inference changes.</p> <p>Presents inferences in a variety of ways.</p> <p>Links inference and prediction.</p>