

**Reading comprehension progression document Y1-Y6**

**KS1**

<b>Y1</b>	
<b>1</b>	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 he/she can read independently.
<b>2</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.
<b>3</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
<b>4</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.
<b>5</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
<b>6</b>	Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.
<b>7</b>	Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.
<b>8</b>	Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.
<b>9</b>	Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.
<b>10</b>	Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.
<b>11</b>	Participate in discussion about what is read to him/her, taking turns and listening to what others say.
<b>12</b>	Explain clearly his/her understanding of what is read to him/her.

**Y2**

<b>1</b>	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 he/she can read independently.
<b>2</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
<b>3</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
<b>4</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.
<b>5</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
<b>6</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.
<b>7</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
<b>8</b>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.
<b>9</b>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
<b>10</b>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.
<b>11</b>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.
<b>12</b>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.
<b>13</b>	Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.
<b>14</b>	Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.

**KS2**

<b>Y3</b>	
<b>1</b>	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
<b>2</b>	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
<b>3</b>	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
<b>4</b>	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
<b>5</b>	Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.
<b>6</b>	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.
<b>7</b>	Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.
<b>8</b>	Understand what he/she reads by asking questions to improve his/her understanding of a text.
<b>9</b>	Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>10</b>	Understand what he/she reads by predicting what might happen from details stated.
<b>11</b>	Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.
<b>12</b>	Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.
<b>13</b>	Retrieve and record information from non-fiction.
<b>14</b>	Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

**Y4**

<b>1</b>	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
<b>2</b>	Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.
<b>3</b>	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
<b>4</b>	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
<b>5</b>	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
<b>6</b>	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.
<b>7</b>	Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.
<b>8</b>	Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity
<b>9</b>	Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
<b>10</b>	Understand what he/she reads by predicting what might happen from details stated and implied.
<b>11</b>	Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.
<b>12</b>	Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.
<b>13</b>	Retrieve and record information from non-fiction over a wide range of subjects.
<b>14</b>	Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

**Y5**

<b>1</b>	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
<b>2</b>	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity 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.
<b>3</b>	Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.
<b>4</b>	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
<b>5</b>	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
<b>6</b>	Maintain positive attitudes to reading and understanding of what he/she reads by 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.
<b>7</b>	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
<b>8</b>	Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
<b>9</b>	Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>10</b>	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.
<b>11</b>	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>12</b>	Distinguish between statements of fact and opinion.
<b>13</b>	Retrieve, record and present information from non-fiction.

**Y6**

<b>1</b>	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
<b>2</b>	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.
<b>3</b>	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
<b>4</b>	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
<b>5</b>	Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
<b>6</b>	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
<b>7</b>	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
<b>8</b>	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>9</b>	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
<b>10</b>	Provide reasoned justifications for his/her views.