Northbrook Primary Academy English Progression of Skills for Reading Comprehension (National Curriculum 2014)

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| **YR**  | **Pleasure ~ Performance**  | **Retrieval ~ Fluency**  | **Words: Meaning ~ Choices**  | **Infer ~ Interpret ~ Predict**  | **Sequence ~ Summarise**  | **Respond ~ Explain**  |
|   | **30-50 months:** * Listen to and join in with stories and poems, one-toone and also n small groups
* Listen to stories with increasing attention and

recall * Join in with repeated refrains in rhymes and

stories* Use intonation, rhythm and phrasing to make the meaning clear to others
* Develop preference for forms of expression

 **40-60 months:** * Enjoy an increasing range of books
* Play cooperatively as part of a group to develop and

act out a narrative  **ELG:** * Express themselves

effectively, showing awareness of listeners’ needs  | **30-50 months:** * Know that print carries meaning and, in English, is read from left to right and top to bottom
* Know that information can be relayed in the form of print.
* Describe main story settings, events and

principal characters **40-60 months:** * Understand humour *e.g. nonsense rhymes, jokes*
* Know that information can be retrieved from books and computers
* Follow a story without pictures or prompts

**ELG:** * Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions
 | **30-50 months:** * Build up vocabulary that reflects the breadth of their

experiences**40-60 months:** * Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
* Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

**ELG:** * Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary
 | **30-50 months:** * Begin to understand ‘how’ and ‘why’ questions
* Anticipate key events and phrases in rhymes and stories
* Suggest how a story might end

**ELG:** * Answer ‘how’ and ‘why’ questions about their experience and in response to stories to events
 | **30-50 months:** * Begin to be aware of the way stories are structured

**40-60 months:** * Able to follow a story without pictures or props

**ELG:** * Demonstrate

understanding when talking with others about what they have read. |  |

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| **Y1**  |  | **Pleasure ~ Performance**  |  | **Retrieval ~ Fluency**  | **Words: Meaning ~ Choices**  | **Infer ~ Interpret ~ Predict**  |  | **Sequence ~ Summarise**  | **Respond ~ Explain**  |
| **NC 2014** |  | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Appreciate rhymes and poems and recite some simple poems by heart  | ▪ ▪ ▪ ▪ ▪ ▪   | Draw on what they already know or on background information and vocabulary provided by the teacher Check the text makes sense as they read and self-correct. Develop their knowledge of retrieval though images. Participate in discussions about what is read to them, taking turns and listening to what others say Clearly explain their understanding of what is read to them Discuss features and layout of non-fiction texts  | ▪ Discuss word meanings, linking new meanings to those already known  | * Discuss the significance of the title and events
* Make inferences on the

basis of what is being said and done. * Develop inference through use of pictures.
* Predict what might happen on the basis of what has been read so far.
 | ▪ ▪  | Retell familiar stories orally. Sequence the events of a story they are familiar with. |  |

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| **Y2**  |  | **Pleasure ~ Performance**  |  | **Retrieval ~ Fluency**  | **Words: Meaning ~ Choices**  | **Infer ~ Interpret ~ Predict**  |  | **Sequence ~ Summarise**  |  | **Respond ~ Explain**  |
| **NC 2014** | ▪ ▪ ▪ ▪  | Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Experience non-fiction books that are structured in different ways Learn further poems by heart, reciting with appropriate intonation to make the meaning clear  | ▪ ▪ ▪  | Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and self-correct Ask and answer questions about a text   | * Recognise simple recurring

literary language in stories and poetry * Discuss and clarify the meaning of words, linking new meanings to know vocabulary
* Discuss favourite words and phrases
 | * Make inferences on the

basis of what is being said and done * Predict what might happen on the basis of what has been read so far

  | ▪  | Discuss the sequence of events in books and how items of information are related  |  | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  |

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| **Y3**  |  | **Pleasure ~ Performance**  |  | **Retrieval ~ Fluency**  | **Words: Meaning ~ Choices**  |  | **Infer ~ Interpret ~ Predict**  |  | **Sequence ~ Summarise**  |  | **Respond ~ Explain**  |
| **NC 2014** | ▪ ▪ ▪ ▪ ▪  | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increase familiarity with a wide range of books and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise different forms of poetry  | ▪ ▪ ▪ ▪ ▪ ▪ ▪  | Check that the text makes sense to them, discussing their understanding Ask questions to improve their understanding of a text Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say Use appropriate terminology when discussing texts *e.g. plot, character, setting* Learn the skill of ‘skim and scan’ to retrieve details Generate a variety of literal and inferential questions to help them understand the text further  | * Use dictionaries to check the meaning of word they have not read
* Discuss words and phrases

that capture the reader’s interest and imagination* Explain the meaning of words in context
* Begin to find the meaning of new words using

substitution within a sentence | ▪ ▪ ▪ ▪ ▪  | Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied in the text Use relevant prior knowledge to make predictions Use details from the text to form further predictions Begin to use quotations from the text to support opinions and ideas   | ▪ ▪ ▪ ▪  | Identify main ideas drawn from more than one paragraph and summarise these Begin to distinguish between the important and less important information in a text Give a brief verbal summary of what they have read Teachers begin to model how to record summary writing  | ▪ ▪ ▪  | Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Introduce the idea of story ‘themes’ *e.g. Learning a lesson, friendship, trust*  |

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| **Y4**  |  | **Pleasure ~ Performance**  |  | **Retrieval ~ Fluency**  | **Words: Meaning ~ Choices**  |  | **Infer ~ Interpret ~ Predict**  |  | **Sequence ~ Summarise**  |  | **Respond ~ Explain**  |
| **NC 2014** |   | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increase familiarity with a wide range of books and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise different forms of poetry  |   | Check that the text makes sense to them, discussing their understanding Ask questions to improve their understanding of a text Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say Confidently skim and scan texts to locate key words and phrases. Generate a variety of literal questions.  | * Use dictionaries to check the meaning of word they have not read
* Discuss words and phrases

that capture the reader’s interest and imagination* Explain the meaning of words in context
* Find the meaning of new words using the context of new sentences.
* Link new words to other words they already know.
 | ▪ ▪ ▪ ▪ ▪  | Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied in the text Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. Consolidate the skill of justifying predictions using a specific reference point in the text. Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.   | ▪ ▪  | Identify main ideas drawn from more than one paragraph and summarise these Write a brief summary of the main points, identifying and using important information.  |  | Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Refer to authorial style, overall themes and features Further develop the idea of story ‘themes’ *e.g.* *loneliness, friendship, family, fear,*   |

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| **Y5**  |  | **Pleasure ~ Performance**  |  | **Retrieval ~ Fluency**  | **Words: Meaning ~ Choices**  | **Infer ~ Interpret ~ Predict**  |  | **Sequence ~ Summarise**  |  | **Respond ~ Explain**  |
| **NC 2014** | ▪ ▪ ▪ ▪ ▪ ▪  | Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learning a wider range of poetry by heart 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  | ▪ ▪ ▪ ▪ ▪ ▪ ▪   | Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Confidently skim and scan and read before and after to retrieve information  | * Explore the meaning of words in context
* Discuss vocabulary used by

the author to create effect, including figurative language* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* Read ‘around the word’ and explore its meaning in the broader context of a section or paragraph
 | * Draw inferences such as

inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Predict what might happen from details stated and implied
* Provide reasoned

justifications for their views * Predictions supported by relevant evidence from the text
* Confirm and modify

predictions as they read on * Give one or two pieces of evidence to support the point they are making
* Begin to draw evidence from more than one place across a text
* Use evidence from across

larger sections of text * Actively generate a variety of questions and adjust questions in light of evidence from the text.
 | ▪ ▪  | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Begin to make connections between information across the text and include this information in their written summaries  | ▪ ▪ ▪ ▪  | Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Adults model use of critical thinking skills that take the discussion deeper and beyond the text  |

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| **Y6**  |  | **Pleasure ~ Performance**  |  | **Retrieval ~ Fluency**  | **Words: Meaning ~ Choices**  | **Infer ~ Interpret ~ Predict**  |  | **Sequence ~ Summarise**  |  | **Respond ~ Explain**  |
| **NC 2014** | ▪ ▪ ▪ ▪ ▪ ▪  | Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, identifying characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learning a wider range of poetry by heart 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  | ▪ ▪ ▪ ▪ ▪ ▪  | Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  | * Explore the meaning of words in context
* Discuss vocabulary used by

the author to create effect, including figurative language* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* Read ‘around the word’ and independently explore its meaning in the broader context of a section or paragraph
 | * Draw inferences such as

inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Predict what might happen from details stated and implied
* Provide reasoned

justifications for their views * Confirm and modify

predictions in light of new information * Give more than one piece of evidence to support each point they make
* Draw evidence from

different places across the text * Draw inferences based on

indirect clues  | ▪ ▪  | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text  | ▪ ▪ ▪ ▪  | Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Ask their own critical thinking questions that take the discussion beyond the text  |