St Gregory's Catholic Academy – Reading Comprehension Progression

		Early Years Foundation Stage		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	The meaning of words	• Engage in extended conversations about stories, learning new vocabulary.	• Use new vocabulary in different contexts • Use new vocabulary through the day.	• Discuss and clarify the meaning of words. • Apply phonic knowledge (blending and segmenting to decode) to accurately read aloud books that are consistent with development	• Use vocabulary given by the teacher. • Make links between new words and known words. • Notice if a sentence does not make sense and self-correct.	• Discuss new and unusual vocabulary and clarify the meaning. • Find the meaning of new words using the context of the sentence.	• Use a dictionary to check the meaning and a thesaurus to find synonyms.	• Explore the meaning of words in context, using a dictionary to check understanding.	• Read around the word and explore meaning in the broader context of a section or paragraph. • Investigate alternative word choices that could be used.
	Exploring Vocabulary		• Discuss favourite words and phrases • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Discuss favourite words and phrases • To do this, children must already know and understand that words have meanings and that different words can mean the same thing.	• Recognise recurring language in stories and poems and join in with repetitive phrases. To do this, children must already know and understand: • That some texts have glossaries and that these can provide the meanings of unfamiliar words. • That stories and poems can have repeating patterns.	• Identify how language choices help build meaning. • To do this, children must already know and understand • Words can offer an extra layer of meaning e.g. said and shouted. • That a dictionary defines words whereas a thesaurus provides synonyms.	• Discuss words that have been used to capture the reader's interest or imagination, and the effect they have on the reader. • Identify how language choices help build meaning. • To do this, children must already know and understand • That different texts have different vocabulary choices e.g. specialised vocabulary will depend on the genre or topic. • That features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.	• Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. To do this, children must already know and understand • That an author chooses words carefully and that changing these can change the mood of the text. • How to use a dictionary, thesaurus and glossary, confidently, using alphabetical order. • How to evaluate word choices used for effect. • That figurative language includes simile, personification, hyperbole and metaphor.	• Discuss and evaluate how the author's choice of language impacts the reader. To do this, children must already know and understand • That an author chooses words carefully and that changing these can change the mood of the text. • How to use a dictionary, thesaurus and glossary, confidently, using alphabetical order. • How to evaluate word choices used for effect.
	Question Stems			• What does the word …… mean in this sentence? • Find and copy a word which means …… . • What does this word or phrase tell you about …… ? • Which word in this section do you think is the most important? Why?	• Which of the words best describes the character/setting/mood, etc? • Can you think of any other words that the author could have used to describe this? • Why do you think …… is repeated in this section?	• Which word tells you that …… ?	• What do the words …… and …… suggest about the character, setting and mood?	• Which keyword tells you about the character/setting/mood? • Find one word in the text which means …… ?	• Find the word which is closest in meaning to …… . • Find a word or phrase which shows/suggests that ……
Inference	Exploring Characteristics			• Apply what a character says and does to work out how the character is feeling.	• Apply what a character says and does to work out how the character is feeling.	• Understand a character's actions to help identify their motives or intentions.	• Understand a character's actions to help identify their motives or intentions.	• Discuss and describe the character's feelings, thoughts, motives and how they change and develop by using subtle clues, giving more than one piece of evidence to support each point made.	• Discuss and describe the character's feelings, thoughts, motives and how they change and develop by using subtle clues, giving more than one piece of evidence to support each point made.
	Exploring the text			• Use pictures and speech as clues. • Use words from the text as clues to work out the basic meaning.	• Check their own understanding by asking questions. • With support, children begin to pick up on more subtle references.	• Use what they have read to help them understand why certain actions and events have occurred (e.g. I know that Pa does not like the names of Peony, Pansy and Petunia because it says that Pa agreed to the names 'reluctantly').	• Use what they have read to help them understand why certain actions and events have occurred (e.g. I know that Pa does not like the names of Peony, Pansy and Petunia because it says that Pa agreed to the names 'reluctantly').	• Recognise figurative language	• Find evidence to further support ideas about the text.

Using evidence from the text				• Talk about why a story title might have been chosen. To do this, children must already know and understand • That pictures can show me how a character feels or what a setting is like. • That words can hint at meaning e.g 'shouted' means they were angry.	• Talk about why a story title might have been chosen. To do this, children must already know and understand • That words, phrases or images can provide clues to answer questions (e.g. how a character is feeling). • That behaviours can give clues about how a character is feeling e.g. 'she smiled' means a character is happy.	• Back up ideas by using specific evidence from the text To do this, children must already know and understand • That words and phrases convey meaning and these provide hints or clues about actions or events.	• Back up ideas by using specific evidence from the text and know that more than one piece of evidence can be used to support ideas. To do this, children must already know and understand • That authors often show us through behaviours and actions, rather than explicitly tell us, how a character is feeling.	• Support an opinion by drawing on more than one piece of evidence from across a longer text. To do this, children must already know and understand • That authors carefully choose powerful words to create a different atmosphere or mood.	• Explain how evidence from the text clearly supports these ideas. To do this, children must already know and understand • That words provide hints or clues about actions or events, including figurative language.
Question Stems				• Why was ..… feeling ..… ? • Why did ..… happen? • Why did ..… say ..… ?	• Can you explain why ..… ? • What do you think the author intended when they said • How does ..… make you feel?	• Find and copy a group of words which show that ..… .	• How do these words make the reader feel? • How does this paragraph suggest this?	• What impression of ..… do you get from these paragraphs? • What voice might these characters use? • What was ..… thinking when ..…? • Who is telling the story?	• What was ..… thinking when ..…? • Who is telling the story?
Prediction	**Say what will happen**		• Anticipate – where appropriate – key events in stories.	• Say what might happen on the basis of what has been read so far and explain ideas verbally or through pictures.	• Suggest what will occur based on the story and on their own life experience.	• To justify ideas and suggest what might happen, using relevant knowledge and quotes from the text.	• Make note of suggestions and compare them with the text as they read on.	• To use details stated and implied information to say what might happen.	• Confirm and modify ideas as they read on.
	Justify ideas using text			To do this, children must already know and understand: • That I can use picture clues to make a prediction.	To do this, children must already know and understand: • That prediction is me giving my opinion about what might happen. • That some stories have similar plots, endings or characters e.g. happy endings in fairy stories.	• Use evidence from the text to justify ideas To do this, children must already know and understand: • That stories contain a climax and a resolution.	• Use evidence from the text to justify ideas To do this, children must already know and understand: • That I can use my knowledge, experience or evidence from other stories to make predictions. • That I must justify my predictions e.g. I think this because…	• Use evidence from the text to justify and explain ideas To do this, children must already know and understand: • That 'implied' means a hint or a suggestion in the text.	• Use evidence from the text to justify and explain ideas To do this, children must already know and understand: • That I can support my ideas with more than one piece of evidence. • That I can use a wide range of evidence to justify my predictions.
	Question Stems			• Look at the book cover/blurb – what do you think this book will be about?	• What is happening? • What do you think happened before? • What do you think will happen next?	• How does the choice of character or setting affect what will happen next?	• How does the choice of character or setting affect what will happen next?	• Do you think the choice of setting will influence how the plot develops? How?	• Do you think ..… will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explanation and opinions

Strategies

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.		• Explain clearly their understanding of what has been read or listened to, linking to their own experiences. To do this, children must already know and understand • How to use my own experiences to answer questions.	• Express views about literature, including likes and dislikes. • Discuss some similarities between texts. Listen to the opinion of others. To do this, children must already know and understand • That an opinion is a personal thought, backed up with evidence from the text (e.g. I don't like the big, bad wolf because...) • That some books can share similarities (e.g. fairy tales often have an evil character).	• Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books. To do this, children must already know and understand • That texts are arranged in order to aid meaning: title, contents page, index, glossary, subheading, captions, diagrams.	• Identify how language, structure, and presentation contribute to meaning. • Discuss the author's use of words and phrases and how they capture the reader's interest and imagination. To do this, children must already know and understand • That the mood is the feeling created by the author. • That stories often have messages. • That a point of view is an author's or character's belief.	• Provide justification for views. • Recommend books for peers. • Begin to challenge other people's points of view. To do this, children must already know and understand • How to support answers with evidence from the text, my own opinions and/or experiences. • That I must listen to and consider different points of view and weigh up arguments.	• Begin to distinguish between fact and opinion. How do they know this? • Discuss how presentation and structure contribute to meaning. • Give reasons and evaluate how authors use language, including figurative language, considering the impact on the reader. • Explain and discuss understanding of what has been read through presentations and debates. To do this, children must already know and understand • How to justify predictions with more than one piece of evidence e.g. I think this because of... and... • That a fact is a true statement whereas an opinion is a belief which may or may not be true.

Question Stems

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
		• Who is your favourite character? Why? • Why do you think all the main characters are girls/boys in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	• Who is your favourite character? Why? • Why do you think all the main characters are girls/boys in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	• Why is the text arranged in this way? • What structures has the author used?	• What is the purpose of this text feature? • Is the use of ..... effective?	• The mood of the character changes throughout the text. Find and copy ..... phrases that show this. • What is the author's point of view? • What effect does ..... have on the audience?	• How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most/least exciting/interesting part? • How are these sections linked?

Retrieval

Finding and using information

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
• Engage in extended conversations about stories, learning new vocabulary. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Listen to and talk about stories to build familiarity and understanding. • Ask questions to find out more and to check they understand what has been said to them.	• Answer a question about what has just happened in a story. • Ask and answer questions about characters, events, titles and information. To do this, children must already know and understand • How to listen carefully to a story and join in with actions. • How to use a contents page and title, and understand the purpose of a blurb.	• Recognise differences between fiction and non-fiction texts. Retrieve information from pictures and by finding key words. To do this, children must already know and understand • That some books are fiction and some books are non-fiction; therefore, organised differently • That words or phrases carry meaning. • That answers can be taken directly from the text. • How to identify and underline key words in a question to help find an answer in a text.	• Become confident with the skill of 'skim and scan' to retrieve details. To do this, children must already know and understand • That information can be retrieved from a glossary or index. • How to look back and scan the text for keywords or phrases, these are often in the question.	• Use relevant quotes from the text to support answers to questions. • Retrieve and record information from a fiction, text and non-fiction text. To do this, children must already know and understand • That information can be retrieved from a glossary or index. • How to look back and scan the text for keywords or phrases, these are often in the question.	• Ask my own questions and follow a line of enquiry. • How to skim and scan To do this, children must already know and understand • How to use question stems to ask and answer my own questions.	• Read, retrieve and present information from a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry, archaic and non-fiction texts. To do this, children must already know and understand • That there are many genres, each with their own unique features. • That non-fiction texts are organised in different ways e.g. Fact boxes, captions, diagrams, flow charts.

Question Stems

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
		• What kind of text is this? • Who did .....? • When did ..... ? • Where did ..... ? • What happened when ..... ?	• Why did ..... happen? • How did ..... ? • How many ..... ? • What happened to ..... ?	• How would you describe this story/text? • What genre is it? • How do you know?	• How did ..... ? • How often ..... ? • Who had ..... ? • Who is ..... ? • Who did ..... ?	• What happened to ..... ? • What does ..... do? • How ..... is ..... ?	• What can you learn from ..... from/in this section? • Give one example of ..... . • This story is told from whose perspective?

Summarising and sequencing	**Sequence, summarise, re-tell**	• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		• Orally sequence the events of a story they are familiar with.	• Discuss and order the events of a text and identify how items of information are related. • Retell familiar stories orally using a wide variety of story language.	Give a brief verbal summary of a story	• Summarise main ideas, distinguishing between the important and less important information in a text • Outline whole paragraphs, chapters or texts.	• Sum up the main ideas drawn from more than one paragraph, identify key details to support the main ideas.	• Summarise entire texts using a limited/given amount of words or paragraphs. • Analyse, evaluate and link ideas from across a text.
	Discussing the text	• Engage in extended conversations about stories, learning new vocabulary.		• Discuss how events are linked. To do this, children must already know and understand • Traditional story language such as once upon a time, happily ever after. • Plots of key traditional tales and fairy tales.	• Discuss how events are linked. To do this, children must already know and understand • That storyboards or actions can help me to sequence events. • A variety of time words eg. after, next, then. • That stories often share plot development and need a beginning, middle and end. • How to retell orally using story maps.	• Discuss and identify main ideas drawn from a key paragraph or page. To do this, children must already know and understand • How to condense information into key words or sentences.	• Discuss and identify themes from a wide range of books To do this, children must already know and understand • That a summary uses essential words and phrases to convey the main point or main events of a text. • How to use time adverbials to sequence key events.	• Identify and discuss the themes or conventions from a chapter or text across a range of different genres. To do this, children must already know and understand • How to summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • That summarising the main ideas drawn from more than one paragraph, includes identifying key details to support the main ideas	• Make comparisons across different books. To do this, children must already know and understand • How to make comparisons across different books. • How to summarise an entire text, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
	Question Stems			• What kind of text is this? • Who did ....? • When did ..... ? • Where did ..... ?	• What happened when .... ? • Why did ..... happen? • How did ..... ? • How many ..... ? • What happened to ..... ?	• How would you describe this story/text? • What genre is it? • How do you know?	• How did ..... ? • How often ..... ? • Who had ..... ? Who is ..... ?	• Who did ..... ? • What happened to ..... ? • What does ..... do? • How ..... is ..... ?	• What can you learn from ..... from/in this section? • Give one example of ..... . • This story is told from whose perspective?