


Reading Comprehension Progression from National Curriculum





-Non national curriculum




Characteristics of an able reader at Tany's Dell

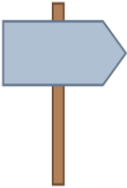
We believe that children who excel in Reading have these essential characteristics:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.


Big Ideas	Ongoing							KS3
Reading attitude	-Read for a range of purposes. -Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described. -Have an active and positive attitude towards reading. -Listen to, read and distinguish an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.							-Develop an appreciation and love of reading, and read increasingly challenging material independently. -Choose and read books independently for challenge, interest and enjoyment.
Vocabulary 	-Ask questions to clarify their understanding (Listening, Attention and Understanding) -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play	-Check that text makes sense and correct inaccurate reading. -Discuss meanings of new words, linking to what they already know.	-Check that text makes sense and self-correct. -Discuss and clarify meanings of new words and link these to words they already know.	-Check that they understand the text they are reading and explain the meanings of words in context. -Use dictionaries to check meanings of words read. -Discuss words and phrases that capture readers interest and imagination.	-Check that the text makes sense to them, discuss their understanding and explain the meaning of new words in context -Begin to identify how language, structure and presentation contribute to meaning.	-Check that the text makes sense to them, discussing their understanding and explore the meaning of new words. -Identify how choices of language contributes to meaning.	-Check that the text makes sense to them and use questioning and discussion to further their understanding. -Discuss and evaluate how authors language, including figurative language, considering the impact on the reader.	-Understand increasingly challenging texts through; Checking their understanding to make sure that what they have read makes sense. Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries

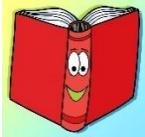
Inference 		-Make simple inferences about characters from what they say and do.	-Make inferences on the basis of what is being said.	<i>-Begin to draw inferences such as inferring characters' feelings and thought.</i>	-Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	-Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	<i>-Empathise with characters, their situations and emotions.</i>	-Understand increasingly challenging texts through; Making inferences and referring to evidence in the text.
Prediction 	-Anticipate, where appropriate, key events in stories.	-Make predictions based on reading so far.	-Predict what may happen based on previous events, using clues from what they have already read.	<i>-Predict what may happen and explain in detail from the text.</i>	-Predict what may happen and explain using stated and implied detail from the text.	-Predict what may happen and explain using stated and implied detail <i>and wider personal understanding of the world.</i>	-Provide reasoned justification for their views.	
Sequence/ Summarise 	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	-Discuss the significance of the title and events.	-Discuss the sequence of events in texts and how events are connected.	<i>-Identify the key point in a text.</i>	-Identify the main ideas drawn from more than one paragraph and summarise these.	<i>-Summarise using an appropriate amount of detail as evidence.</i>	-Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
Link 		-Link reading to own experience.	-Make links between the book they are reading and other books they have read. (TAF- GD)	<i>-Develop understanding by linking reading to other books or similar contexts.</i>	<i>-Make connections between books in terms of plot, similar characters, same author etc.</i>	-Make comparisons within and across books.	<i>-Compare differing purposes and viewpoints in texts.</i>	-Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons. -Read critically through: Making critical comparisons across texts. Studying setting, plot, and characterisation,

								and the effects of these
Clarify and Explain 	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	-Explain their understanding of what is read to them.	<i>-Explain clearly an understanding of what is being read to them.</i>	<i>-Recommend a book and explain why.</i>	<i>-Recommend an author and explain why.</i>	-Recommend books, that they have read, to their peers, giving reasons for their choices.	-Explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
Retrieve 	-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.	<i>-Answer questions at the end of a story.</i>	-Ask and answer simple questions about the text.	-Answer questions by referring back to the text to improve their understanding	<i>-Answer questions giving evidence from the text in their response.</i> -Retrieve, record and present information from non-fiction.	-Answer questions to improve their understanding of the text. -Distinguish between fact and opinion.	<i>-Answer questions drawing on information from several places in the text.</i> <i>-Search texts for information quickly and efficiently, making choices about the appropriateness of information.</i>	
Text Organisation 	-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.	-Recognise and join in with recurring language. -Know and retell stories, fairy stories and traditional tales.	-Recognise recurring language in stories and poems. -Introduce non-fiction books are structured in different ways. -Become familiar with and retell a wide range of stories using words and phrases from the text.	-Listen to and discuss a wide range of fiction and non-fiction that are structured in different ways for different purposes. -Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	<i>-Identify and explain the purpose of structural features.</i> <i>-Understand the structure of a wide range of genres, including myths and legends, considering their characteristics.</i>	<i>-Recognise that different parts of the text may have different purposes.</i> -Increase familiarity with a wide range of books.	-Read books that are structured in different ways and reading for a range of purposes. <i>-Show an understanding of texts through formal presentation and debate.</i>	-Read critically through: Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

Purpose and Viewpoint 		-Offer opinions and preferences about books.	-Give opinions about books backed up by reasons.	-Identify themes and conventions of a wide range of books. -Discuss a text with others, responding to their ideas.	-Discuss both books read to them and those read themselves, taking turns and listening to what others say.	-Participate in discussions about books that are read to them and those read themselves, building on their own and others ideas and challenging views courteously.	-Identify and discuss themes and conventions in and across a wide range of books.	-Understand increasingly challenging texts through; Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
Poetry		-Join in with stories or poems.	-Build up a repertoire of poems and recite them by heart, with some intonation. -Listen to, discuss and express views on a range of poetry.	-Prepare poems and plays to read aloud with expression, volume, tone and intonation. -Recognise some different forms of poems.	-Recognise different forms of poems.	-Learn a wider range of poems by heart. -Know a range of children's poets.	-Prepare poems and plays to read aloud and perform showing an understanding through intonation, tone and volume so that the meaning is clear to the audience	-Read critically through: Recognising a range of poetic conventions and understanding how these have been used

Reading fluency Progression

Big Ideas	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Sounds 	-Say a sound for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending	-Respond quickly with the correct sound for graphemes (for all 40+ phonemes), including, where applicable, alternative sounds for graphemes. -Apply phonic knowledge and skills to decode words.	-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. -Decrease reliance on 'sounding out' in common words	-Continue to build a knowledge of unusual grapheme phoneme correspondences -Try out different pronunciations to aid the decoding of unfamiliar, longer words				

		<p>-Read common suffixes (-s, -es, -ing, -ed, -er, -est)</p> <p>-Break down large words into syllables to aid decoding.</p> <p>-Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p>	<p>-Read most words containing common suffixes (-ly, -ful, -ment, -ness)</p> <p>-Read accurately words of two or more syllables that contain the same graphemes as above.</p>	<p>-Apply a growing knowledge of root words, prefixes and suffixes (morphology)</p> <p>-Read words with unfamiliar spelling patterns</p>				
<p>Read</p> 	<p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>-Read aloud a well-known story with some expression.</p> <p>-Re-read books to build up fluency and confidence in word reading.</p> <p>-Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p><i>-Make sense of what they read, drawing on illustrations.</i></p>	<p>-Self-correct when reading aloud</p> <p>-Read all Year 1 and 2 common exception words, noting unusual correspondences between spelling and sound and where these</p> <p>- Increase the speed of reading to read fluently and confidently.</p>	<p>-Read aloud with fluency and expression, using a fuller range of cueing systems</p>	<p><i>-Fluency is developed by using larger units within words.</i></p>	<p><i>-Develop stamina as readers, reading for longer periods. to cope with more demanding texts.</i></p>	<p><i>-Read silently and monitor their reading.</i></p>	