

Carr Hill Community Primary School



Reading Comprehension Progression Document

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Year 1 Reading Progression

Decoding

- apply phonic knowledge to decode words
- speedily read all 40+ letters/groups for 40+ phonemes
- read accurately by blending taught GPC's
- read common exception words

- read common suffixes (-s, -es, -ing, -ed, etc.)
- read multisyllable words containing taught GPCs
- read contractions and understanding use of apostrophe
- read aloud phonically decodable texts

Comprehension

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 they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

Autumn A

- Sequencing events within a story and retelling stories to check that the text makes sense – correcting inaccurate reading.
- Discussing word meaning, linking new meanings to those already known.
- Recognise and join in with predictable phrases.
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Spring A

- Discussing word meaning, linking new meanings to those already known.
- Explain clearly their understanding of what is read to them through discussion and information retrieval activities.
- Recognise and join in with predictable phrases.
- Link what they read or hear to their own experiences.
- Making inferences on the basis of what is being said or done (asking questions about the text).
- Discussing more complex vocabulary, linking new meanings to those already known.

Summer A

- Making inferences on the basis of what is being said or done (asking questions about the text).
- Sequencing events within a story and retelling stories to check that the text makes sense – correcting inaccurate reading.
- Predicting what might happen on the basis of what has been read so far.
- Discussing more complex vocabulary, linking new meanings to those already known.
- Explain clearly their understanding of what is read to them through discussion and information retrieval activities.
- Linking own experiences to stories and books that have been read.

Autumn B

- Sequencing events within a story and retelling stories to check that the text makes sense – correcting inaccurate reading.
- Discussing word meaning, linking new meanings to those already known.
- Explain clearly their understanding of what is read to them through discussion and information retrieval activities.
- Discuss the significance of the title and events.
- Link what they read or hear to their own experiences

Spring B

- Making inferences on the basis of what is being said or done (asking questions about the text).
- Discussing word meaning, linking new meanings to those already known.
- Explain clearly their understanding of what is read to them through discussion and information retrieval activities.
- Taking turns and listening to what others say.
- Discuss the significance of the title and events.
- Discussing more complex vocabulary, linking new meanings to those already known.
- Predicting what might happen on the basis of what has been read so far.

Summer B

- Making inferences on the basis of what is being said or done (asking questions about the text).
- Discussing increasingly complex vocabulary, linking new meanings to those already known.
- Explain clearly their understanding of what is read to them through discussion and information retrieval activities.
- Appreciate rhymes and poems and to recite some from heart.

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Year 2 Reading Comprehension Progression

Decoding

*Secure phonic decoding until reading is fluent

*read accurately by blending, including alternative sounds for graphemes

*read multisyllable words containing these graphemes

*Read common suffixes

*read exception words, noting unusual correspondences

*read most words quickly & accurately without overt sounding and blending

Comprehension

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 they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Autumn A

- Discussing new words and their meaning and clarifying the meaning of words, linking new meanings to known vocabulary.
- Infer meaning through use of pictures as well as through what is being said or done.
- Make inferences on the basis of what is being said and done.
- Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.

Spring A

- Discussing new words and their meaning, clarifying the meaning of words and discussing favourite words and phrases and giving reasons for their preferences (see vocabulary lists).
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Use inferential skills to make predictions on what might happen next.
- Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.

Summer A

- Discussing the sequence of events in books and how items of information are related – representing this in different ways.
- Infer meaning through what is being said or done by different characters or authors.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Explain and discuss their understanding of texts, both that they have listened to and those that they have read for themselves.

Autumn B

- Discussing new words and their meaning and clarifying the meaning of words, linking new meanings to known vocabulary.
- Infer meaning through use of pictures as well as through what is being said or done.
- Make inferences on the basis of what is being said and done.
- Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.

Spring B

- Discussing sequences of events in stories.
- Use inferential skills to make predictions on what might happen next and explain reasons for these predictions.
- Explain and discuss their understanding of texts, both that they have listened to and those that they have read for themselves.
- Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independent.
- Recognise simple recurring literary language in stories and poems.
- Participate in discussion about books, poems and other material, both those that they listen to and those that they read to themselves, taking turns and listening what others say.

Summer B

- Discussing the sequence of events in books and how items of information are related representing this in different ways.
- Infer meaning through what is being said or done by different characters or authors.
- Recognise simple recurring literary language in stories and poems.
- Participate in discussion about books, poems and other material, both those that they listen to and those that they read to themselves, taking turns and listening what others say.
- Continue to build upon the repertoire of poems learnt by heart (Y1) and reciting some with appropriate intonation to make the meaning clear.

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Year 3 Reading Progression

Decoding

*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing 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
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

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 others say.

Autumn A

- Checking that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Predict what might happen from details stated.
- Identify main ideas (and summarise these in a few sentences) from reading more than one paragraph.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Increase familiarity with a wide range of books, Inc. fairy stories, myths and legends, and retelling some orally.

Spring A

- Predict what might happen from details stated.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Identify themes and conventions in a wide range of books.
- Read books that are structured in different ways and reading for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Read a text and then pose questions to improve their understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and what they say and begin to justify inferences with evidence from the text

Summer A

- Predict what might happen from details stated.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Identify how structure and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

Autumn B

- Read books that are structured in different ways and reading for a range of purposes.
- Use dictionaries to check the meaning of words that they have read. - Read a text and then pose questions to improve their understanding.
- Draw inferences such as inferring characters' feelings and thoughts from their actions and what they say.
- Discussing words and phrases that capture the reader's interest and imagination.

Spring B

- Read a text and then pose questions to improve their understanding.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Discussing words and phrases that capture the reader's interest and imagination.
- Retrieve and record information from non-fiction.
- Identify how language, structure, and presentation contribute to meaning.

Summer B

- Read a text and then pose questions to improve their understanding.
- Identify how language, structure, and presentation contribute to meaning.
- Prepare poems and play scripts to read aloud and perform through intonation, tone, volume and action. Recognise different forms of poetry (for example free verse, shape poems and performance poetry).

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Year 4 Reading Progression

Decoding

*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing 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
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

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 others say.

Autumn A

- Checking that a text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Predict what might happen from details stated.
- Identify main ideas (and summarise these in a few sentences) from reading more than one paragraph.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Increase familiarity with a wide range of books, Inc. fairy stories, myths and legends, and retelling some orally.

Spring A

- Predict what might happen from details stated.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Identify themes and conventions in a wide range of books.
- Read books that are structured in different ways and reading for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Read a text and then pose questions to improve their understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and what they say and begin to justify inferences with evidence from the text

Summer A

- Predict what might happen from details stated.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Identify how structure and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

Autumn B

- Read books that are structured in different ways and reading for a range of purposes.
- Use dictionaries to check the meaning of words that they have read. -Read a text and then pose questions to improve their understanding.
- Draw inferences such as inferring characters' feelings and thoughts from their actions and what they say.
- Discussing words and phrases that capture the reader's interest and imagination.

Spring B

- Read a text and then pose questions to improve their understanding.
- Participate in discussion about books that have been read, taking turns and listening to others in the class.
- Discussing words and phrases that capture the reader's interest and imagination.
- Retrieve and record information from non-fiction.
- Identify how language, structure, and presentation contribute to meaning

Summer B

- Read a text and then pose questions to improve their understanding.
- Identify how language, structure, and presentation contribute to meaning.
- Prepare poems and play scripts to read aloud and perform through intonation, tone, volume and action.
- Recognise different forms of poetry (for example free verse, shape poems and performance poetry).

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Year 5 Reading Progression

Decoding

*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Comprehension

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly 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
- increasing their 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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 provide reasoned justifications for their views.

Autumn A

- Discuss their understanding, and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Ask questions about read texts to improve their understanding

Spring A

- Discuss their understanding, and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Ask questions about read texts to improve their understanding.
- 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.

Summer A

- Discuss their understanding, and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Ask questions about read texts to improve their understanding.
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Summarise, with increasing clarity (shorter, more precise statements), the main ideas drawn from more than one paragraph.
- Distinguish the difference between fact and opinion.
- Retrieve, record and present information from non-fiction.

Autumn B

- Discuss their understanding, and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Ask questions about read texts to improve their understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.

Spring B

- Discuss their understanding, and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Ask questions about read texts to improve their understanding.
- Predict what might happen from details stated and implied.
- Retrieve, record and present information from non-fiction.

Summer B

- Discuss their understanding, and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Learning a wider range of poems by heart. -Ask questions about read texts to improve their understanding.
- Distinguish the difference between fact and opinion.
- Retrieve, record and present information from non-fiction

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Year 6 Reading Progression

Decoding

*Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Comprehension

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly 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
- increasing their 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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 provide reasoned justifications for their views.

Autumn A

- Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- 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.
- Distinguish the difference between fact and opinion across fiction and non-fiction texts.

Spring A

- Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and give explanations that demonstrate their understanding of this.
- Retrieve, record and present information from nonfiction in a range of different ways.
- Summarise, with increasing clarity (shorter, more precise statements), the main ideas drawn from more than one paragraph, identifying key points that support the main idea.

Summer A

- Discuss their understanding, and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and give explanations that demonstrate their understanding of this.
- Distinguish the difference between fact and opinion across fiction and non-fiction texts.
- Retrieve, record and present information from nonfiction that they have read for themselves.

Autumn B

- Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and give explanations that demonstrate their understanding of this.
- Predict what might happen from details stated and implied.
- Summarise, with increasing clarity (shorter, more precise statements), the main ideas drawn from more than one paragraph, identifying key points that support the main idea
- Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.

Spring B

- Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and give explanations that demonstrate their understanding of this.
- Retrieve, record and present information from nonfiction in a range of different ways.
- Summarise, with increasing clarity (shorter, more precise statements), the main ideas drawn from more than one paragraph, identifying key points that support the main idea.

Summer B

- Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.
- Retrieve, record and present information from nonfiction.
- 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.
- Participate in discussion about books, poems and other material, both those that they listen to and those that they read to themselves, taking turns and

