





Larkrise Primary School Progression of Skills

Reading Comprehension

|  Answering Questions | |
|---|--|
| Year 1 | <ul style="list-style-type: none">• Discuss the title and talk about the events in a story• Identify the main characters and say what they are like• Answer questions after the end of the story |
| Year 2 | <ul style="list-style-type: none">• Retrieve information from the text to answer questions |
| Year 3 | <ul style="list-style-type: none">• Answer questions by referring back to the text |
| Year 4 | <ul style="list-style-type: none">• Answer questions giving evidence from the text in their response |
| Year 5 | <ul style="list-style-type: none">• Answer questions drawing on information from several places in the text |
| Year 6 | <ul style="list-style-type: none">• Answer a range of question types on single and multiple texts |
|  Clarifying | |
| Year 1 | <ul style="list-style-type: none">• Check that the text makes sense as they read and re-read if necessary |
| Year 2 | <ul style="list-style-type: none">• Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words |
| Year 3 | <ul style="list-style-type: none">• Check that they understand the text they are reading and explain the meaning of words in context |
| Year 4 | <ul style="list-style-type: none">• Ask questions to improve their understanding of a text |
| Year 5 | <ul style="list-style-type: none">• Check that the text makes sense to them and discuss their understanding |
| Year 6 | <ul style="list-style-type: none">• Check that the text makes sense to them and use questioning and discussion to further their understanding |


Larkrise Primary School Progression of Skills


Reading Comprehension

|  Imagining | |
|--|--|
| Year 1 | <ul style="list-style-type: none"> Use imagination to re-enact stories in a variety of ways |
| Year 2 | <ul style="list-style-type: none"> Respond imaginatively to what they have read or listened to e.g. drama, drawing, music |
| Year 3 | <ul style="list-style-type: none"> Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described |
| Year 4 | <ul style="list-style-type: none"> Empathise with characters and their situations |
| Year 5 | <ul style="list-style-type: none"> Use imagination and empathy to explore a text beyond the page |
| Year 6 | <ul style="list-style-type: none"> Empathise with emotions in deeper texts |
|  Inferring | |
| Year 1 | <ul style="list-style-type: none"> Make simple inferences about characters from what they say and do |
| Year 2 | <ul style="list-style-type: none"> Use inference to draw simple conclusions about characters, settings and events |
| Year 3 | <ul style="list-style-type: none"> Use textual details to draw conclusions about characters, settings and events |
| Year 4 | <ul style="list-style-type: none"> Use textual details and examples to support inferences and explanations about a text's meaning |
| Year 5 | <ul style="list-style-type: none"> Use evidence to both support and challenge conclusions drawn within and from a text |
| Year 6 | <ul style="list-style-type: none"> Revise conclusions based on new evidence in the text Develop explanations of inferred meanings |

Larkrise Primary School Progression of Skills



Reading Comprehension

|  Linking | |
|---|---|
| Year 1 | <ul style="list-style-type: none">Develop understanding by linking reading to prior knowledge and/or background information |
| Year 2 | <ul style="list-style-type: none">Develop understanding by linking reading to prior knowledge and/or background information |
| Year 3 | <ul style="list-style-type: none">Develop understanding by linking reading to other books or similar contexts |
| Year 4 | <ul style="list-style-type: none">Make connections between texts in terms of plot, similar characters, same author etc. |
| Year 5 | <ul style="list-style-type: none">Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location |
| Year 6 | <ul style="list-style-type: none">Explain in detail how the contexts in which texts are written contribute to meaning |

|  Predicting | |
|--|--|
| Year 1 | <ul style="list-style-type: none">Predict the next part of a story |
| Year 2 | <ul style="list-style-type: none">Predict what may happen based on previous events |
| Year 3 | <ul style="list-style-type: none">Predict what may happen and explain using detail from the text |
| Year 4 | <ul style="list-style-type: none">Predict what may happen and explain using stated and implied detail from the text |
| Year 5 | <ul style="list-style-type: none">Predict what may happen using stated and implied details and a wider personal understanding of the world |


Larkrise Primary School Progression of Skills

Reading Comprehension

| | |
|--|---|
| Year 6 | <ul style="list-style-type: none"> Refine and verify predictions in discussion with others |
|  Summarising | |
| Year 1 | <ul style="list-style-type: none"> Recall the main events in a story |
| Year 2 | <ul style="list-style-type: none"> Identify the main point in a section or page |
| Year 3 | <ul style="list-style-type: none"> Identify the key points in a text |
| Year 4 | <ul style="list-style-type: none"> Summarise a text using the key points |
| Year 5 | <ul style="list-style-type: none"> Summarise using an appropriate amount of detail as evidence |
| Year 6 | <ul style="list-style-type: none"> Summarise the key points in a more complex text, using their own words to establish clear meaning |
|  Understanding Purpose and Viewpoint | |
| Year 1 | No objectives |
| Year 2 | No objectives |
| Year 3 | <ul style="list-style-type: none"> Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. |


Larkrise Primary School Progression of Skills

Reading Comprehension

| | |
|--|--|
| Year 4 | <ul style="list-style-type: none"> Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text Recognise the viewpoint of the author Distinguish between fact and opinion when discussing viewpoint |
| Year 5 | <ul style="list-style-type: none"> Recognise that different parts of the text may have different purposes Comment on a writer's purpose and viewpoint e.g. noting bias Identify, describe and compare writers' themes across a range of texts |
| Year 6 | <ul style="list-style-type: none"> Compare differing purposes and viewpoints in texts on similar topics Explain purpose and viewpoint with reference to evidence in the text Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created |
|  Understanding Text Organisation | |
| Year 1 | <ul style="list-style-type: none"> Recognise and understand the terms title, author, illustrator and illustration Identify some simple structural features in a text Understand that text, illustration and other features combine to give meaning |
| Year 2 | <ul style="list-style-type: none"> Use the layout to identify the type of book Recognise and discuss features of different texts Begin to recognise chronology or sequence in a text |
| Year 3 | <ul style="list-style-type: none"> Explain the basic structures inherent in different text types (fiction and non-fiction) Explain the purpose of structural features |
| Year 4 | <ul style="list-style-type: none"> Identify how the layout in book and screen-based texts aids the reader Identify instances where structure and layout contribute to meaning |

Larkrise Primary School Progression of Skills

Reading Comprehension

| | |
|--|---|
| Year 5 | <ul style="list-style-type: none"> • Identify a point in the text where the author has made a structural choice and consider the reasoning behind it • Explain some choices an author has made in structuring and organising their text |
| Year 6 | <ul style="list-style-type: none"> • Explain the series of choices an author has made in structuring and organising their text • Explain how an author uses text structure and organisation to manipulate the reader |
|  Understanding Writers' Use of Language | |
| Year 1 | No objectives |
| Year 2 | <ul style="list-style-type: none"> • • Recognise recurring story language • Recognise recurring language in stories and poetry Discuss which words and phrases are effective |
| Year 3 | <ul style="list-style-type: none"> • • Select and explain favourite vocabulary choices Identify basic language features inherent in different text types (fiction and non-fiction) • Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation |
| Year 4 | <ul style="list-style-type: none"> • • Discuss language which has captured their interest • Select and discuss effective words and phrases e.g. figurative language Engage in a discussion on an author's use of language |
| Year 5 | <ul style="list-style-type: none"> • Discuss and evaluate how authors use language and the impact on the reader Explain • why an author has used figurative language and the effect this has • Identify how the choice of language contributes to meaning |
| Year 6 | <ul style="list-style-type: none"> • Identify formality in texts and the use of standard and non-standard English • Describe and evaluate the choices an author has made in their use of language • Explain how an author has used language to manipulate the reader |

Larkrise Primary School Progression of Skills

Reading Comprehension

All objectives derived from the National Curriculum are typed in **black**.

Additional objectives are in **purple**. These identify gaps from the National Curriculum or provide smaller learning steps based on the broader objectives and therefore a more detailed progression. Teaching these will lead to a more rounded and complete English curriculum for the pupils at Meadgate Primary School.