Stoke By Nayland C of E Primary – Whole School progression of comprehension

Reading Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	Children answer simple recall questions verbally about known stories and can retell simple past events.	Children answer simple recall questions verbally about stories they can follow without pictures and prompts. Band 40 -60	Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.	Children explain their understanding of what they have read themselves by answering simple questions about what has just happened.	Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.
Prediction	Makes suggestions about what might happen next or how the story might end based on pictures from the story, and talks to others about this.	Makes suggestions about what might happen next or how the story might end based on actions so far, and innovates stories through role play. Band 30-50	Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next and begin to explain them verbally and through pictures.	Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next and give explanations of them.	Children use relevant prior knowledge to form predictions and justify them. Children are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge, as well as details from the text to form predictions and justify them. Children monitor predictions, and compare them with the text as they read on.	Predictions are supported by relevant evidence drawn from the text or different texts by the same author. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence drawn from across the text, different texts by the same author or similar texts by different authors. Children confirm and modify predictions in light of new information.
Inference	Children infer characters' feelings using pictures and own experiences to talk about them.		Children make inferences about a characters' feelings using what they say and do to infer more obvious points with direct references to pictures and words in the text.	Children make inferences about a characters' feelings and actions using what they say and do to infer more obvious points and begin to pick up on some more subtle references.	Children infer characters' feelings, thoughts and motives from their stated actions, beginning to justify them with some reference to a specific point in the text. The children begin to understand the concepts of themes and conventions.	Children infer characters' feelings, thoughts and motives from their stated actions, consolidating the skill of justifying them with some reference to a specific point in the text. The children can Identify themes and conventions.	Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text. The children can distinguish between fact and opinion.	Children infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text. The children can verify facts and compare two viewpoints.

Questioning	With support, children are beginning to understand simple recall questions, using given starting words (who and how).	With support, children can generate simple recall questions using given starting words (who, when, how, why) to clarify what they are thinking about a story. Band 30-50 and 40-60	Children generate literal recall questions of their own to match the text they are reading, before, during and after reading. Children use their own question words and ask questions which can be answered using the text.	Children generate literal recall questions of their own which are about the text they are reading, before, during and after reading. Children use their own question words and begin to be able to change their questions as they progress through the text.	Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use. The children can distinguish between fact and opinion.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text. The children can verify facts and compare two viewpoints.
Summarising	Children recall and order some key events from the text.	Children recall and order some key events from the text. They also introduce a story line or narrative in their play Band 30-50.	Children retell and sequence main events from texts and discuss how the events are related, focusing on the main content of the text.	Children retell and sequence events from texts and discuss how the events are related and how they shape the story, focusing on the main content of the text. .	Children begin to distinguish between important and unimportant information in a text and synthesize the key points to give a brief verbal summary. Teachers model how to record for children to begin. The children begin to understand the concepts of themes and conventions.	Children distinguish between important and unimportant information in a text and synthesize the key points to give a brief written summary. The children can Identify themes and conventions.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesizing ideas within a text.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between related texts.

Clarifying (vocabulary understanding)	Children build up a vocabulary that reflects their experiences.	Children are able to talk about books to clarify their thinking, ideas and feelings e.g. 'I think he/she is …..'	Children discuss new word meanings and link them to words that they already know. They may use pictures from the texts to support their ideas.	Children discuss new word/phrase meanings and link them to words that they already know, including root words.	Children begin to find the meaning of new words by using the context of the sentence. They also use pictorial clues, rootwords and look for words within words to clarify the meaning.	Children find the meaning of new words by using the context of the sentence. They also use the skill of linking words to other words that they know.	Children read around the word and are taught to explore its broader meaning within a section of the text. The children can distinguish between fact and opinion.	Children read around the word and independently explore its broader meaning within a section of the text. The children can verify facts and compare two viewpoints.

Teach the skill and when the children have learnt it highlight the statement that contains the skill on Target Tracker.

NB - Identifying themes and conventions – These are texts about the same theme or those that have the same or similar features.