Progression in reading - comprehension

We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.

3- and 4-year olds will be learning to:

Understand the five key concepts about print:
print has meaning
print can have different purposes
we read English text from left to right and from top to bottom
the names of the different parts of a book
page sequencing
Develop their phonological awareness, so that they can:
spot and suggest rhymes
count or clap syllables in a word
recognise words with the same initial sound, such as money and mother
Engage in extended conversations about stories, learning new vocabulary

Children in reception will be learning to:

Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school's phonic programme
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate – where appropriate – key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

The national curriculum for reading aims to ensure that our school teaches:

Good comprehension drawn from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One				Class Two		Class Three	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pleasure and motivation to read	Listen to longer stories and demonstrate that they can remember much of what happens.	Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Listen to, appreciate and talk about a wide range of rhymes, poems, stories and non-fiction texts at a level beyond which they can read independently.	Listen to, appreciate, discuss and give views about a wide range of classic and contemporary poetry, stories and non-fiction texts at a level beyond that at which they can read independently.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views.	Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks with enthusiasm and understanding, including those that are read to them and those they can read for themselves.	Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views courteously.
Word meaning	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Discuss the meanings of new words in their reading, drawing on known meanings.	Discuss and check the meanings of words, linking them to known and given vocabulary.	Explain the meaning of words based on the context, using a dictionary where appropriate.	Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.	Explore the meaning of words, including figurative language.	Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-	Check that texts they can already read and those they listen to make sense to them, drawing on what they already know or on	Check that age-appropriate texts they can already read and those they listen to make sense to them, drawing on what they already	Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary	Check that longer texts make sense to them, confidently explaining their understanding	Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word	Check that longer, more complicated texts make sense to them, explaining their understanding of what they have read in different

		fiction, rhymes and poems where appropriate.	background information and vocabulary provided by the teacher. Correct inaccurate reading.	know or on background vocabulary provided by the teacher. Confidently correct inaccurate reading.		and word meanings.	meanings in context.	ways, such as presentations or debates.
retrieval	Begin to talk about the main events and principal characters in stories, using props and materials for role play.	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	Identify and understand what is happening within a short piece of text.	Identify the main facts or events in simple texts.	Identify key details in a text in response to a retrieval question or research task.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose	Retrieve, record and present a range of information from fiction and non-fiction texts.	Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
inference	Talk about the pictures in storybooks.	Talk about the pictures in storybooks and use them to discuss how characters might be feeling.	Make simple inferences from what is being said and done in a text	Make inferences from what is being said and done	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported with specific evidence and distinguish between statements of fact and opinion.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses.

Questioning and Explaining	Begin to use recently introduced vocabulary to talk about the main characters in stories.	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	Give a simple explanation about the information, characters and events in books or texts that have been read to them.	Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining and discussing their understanding of books, poems and other material.	Ask simple questions to improve their understanding of a text	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of what they have read that are appropriate to the task, and give clear explanations and reasons for their views.	Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views
predicting	Suggest how a story might end.	Anticipate key events that might happen in a story where appropriate.	Predict what might happen from what has been read so far.	Make plausible predictions about what might happen from what has been read so far.	Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Predict what might happen from details stated and implied in the text, giving some examples.	Give evidence from more challenging texts to support their predictions, relying mainly on stated details.	Predict what might happen in more challenging texts from details stated and implied