

### Progression of skills in reading comprehension

Skills should be taught and revisited over the two year groups using class novels and other appropriate texts. Teaching may happen in small groups or as whole class.

### Reading – To understand texts years 1 and 2 (Milestone 1)

- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

### Reading – To understand texts years 3 and 4 (Milestone 2)

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.

- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- Explain and discuss understanding of reading, maintaining focus on the topic.
- 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.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

### Reading – To understand texts years 5 and 6 (Milestone 3)

- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare 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.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve 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.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.

- *Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.*
- *Retrieve and record information from non-fiction.*
- *Participate in discussion about books, taking turns and listening and responding to what others say.*
- *Distinguish between statements of fact and opinion.*
- *Provide reasoned justifications for views.*