







## Meadgate Primary School Progression of Skills Reading Comprehension

	Answering Questions
Year 1	<ul style="list-style-type: none"> <li>Discuss the title and talk about the events in a story</li> <li>Identify the main characters and say what they are like</li> <li>Answer questions after the end of the story</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Retrieve information from the text to answer questions</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Answer questions by referring back to the text</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Answer questions giving evidence from the text in their response</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Answer questions drawing on information from several places in the text</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Answer a range of question types on single and multiple texts</li> </ul>
	Clarifying
Year 1	<ul style="list-style-type: none"> <li>Check that the text makes sense as they read and re-read if necessary</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Check that they understand the text they are reading and explain the meaning of words in context</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Check that the text makes sense to them and discuss their understanding</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Check that the text makes sense to them and use questioning and discussion to further their understanding</li> </ul>
	Imagining
Year 1	<ul style="list-style-type: none"> <li>Use imagination to re-enact stories in a variety of ways</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Respond imaginatively to what they have read or listened to e.g. drama, drawing, music</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described</li> </ul>



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Year 4	<ul style="list-style-type: none"> <li>• Empathise with characters and their situations</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Use imagination and empathy to explore a text beyond the page</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Empathise with emotions in deeper texts</li> </ul>
 <b>Inferring</b>	
Year 1	<ul style="list-style-type: none"> <li>• Make simple inferences about characters from what they say and do</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Use inference to draw simple conclusions about characters, settings and events</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Use textual details to draw conclusions about characters, settings and events</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use textual details and examples to support inferences and explanations about a text's meaning</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Use evidence to both support and challenge conclusions drawn within and from a text</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Revise conclusions based on new evidence in the text</li> <li>• Develop explanations of inferred meanings</li> </ul>
 <b>Linking</b>	
Year 1	<ul style="list-style-type: none"> <li>• Develop understanding by linking reading to prior knowledge and/or background information</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Develop understanding by linking reading to prior knowledge and/or background information</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Develop understanding by linking reading to other books or similar contexts</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Make connections between texts in terms of plot, similar characters, same author etc.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Explain in detail how the contexts in which texts are written contribute to meaning</li> </ul>

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	<b>Predicting</b>	
Year 1	<ul style="list-style-type: none"> <li>Predict the next part of a story</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>Predict what may happen based on previous events</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>Predict what may happen and explain using detail from the text</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>Predict what may happen and explain using stated and implied detail from the text</li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>Predict what may happen using stated and implied details and a wider personal understanding of the world</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>Refine and verify predictions in discussion with others</li> </ul>	
	<b>Summarising</b>	
Year 1	<ul style="list-style-type: none"> <li>Recall the main events in a story</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>Identify the main point in a section or page</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>Identify the key points in a text</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>Summarise a text using the key points</li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>Summarise using an appropriate amount of detail as evidence</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>Summarise the key points in a more complex text, using their own words to establish clear meaning</li> </ul>	
	<b>Understanding Purpose and Viewpoint</b>	
Year 1	No objectives	
Year 2	No objectives	

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text</li> <li>Recognise the viewpoint of the author</li> <li>Distinguish between fact and opinion when discussing viewpoint</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Recognise that different parts of the text may have different purposes</li> <li>Comment on a writer's purpose and viewpoint e.g. noting bias</li> <li>Identify, describe and compare writers' themes across a range of texts</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Compare differing purposes and viewpoints in texts on similar topics</li> <li>Explain purpose and viewpoint with reference to evidence in the text</li> <li>Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created</li> </ul>
 <b>Understanding Text Organisation</b>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Recognise and understand the terms title, author, illustrator and illustration</li> <li>Identify some simple structural features in a text</li> <li>Understand that text, illustration and other features combine to give meaning</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Use the layout to identify the type of book</li> <li>Recognise and discuss features of different texts</li> <li>Begin to recognise chronology or sequence in a text</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Explain the basic structures inherent in different text types (fiction and non-fiction)</li> <li>Explain the purpose of structural features</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Identify how the layout in book and screen-based texts aids the reader</li> <li>Identify instances where structure and layout contribute to meaning</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Identify a point in the text where the author has made a structural choice and consider the reasoning behind it</li> <li>Explain some choices an author has made in structuring and organising their text</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Explain the series of choices an author has made in structuring and organising their text</li> <li>Explain how an author uses text structure and organisation to manipulate the reader</li> </ul>
 <b>Understanding Writers' Use of Language</b>	
<b>Year 1</b>	No objectives

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Year 2	<ul style="list-style-type: none"> <li>• Recognise recurring story language</li> <li>• Recognise recurring language in stories and poetry</li> <li>• Discuss which words and phrases are effective</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Select and explain favourite vocabulary choices</li> <li>• Identify basic language features inherent in different text types (fiction and non-fiction)</li> <li>• Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Discuss language which has captured their interest</li> <li>• Select and discuss effective words and phrases e.g. figurative language</li> <li>• Engage in a discussion on an author's use of language</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language and the impact on the reader</li> <li>• Explain why an author has used figurative language and the effect this has</li> <li>• Identify how the choice of language contributes to meaning</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Identify formality in texts and the use of standard and non-standard English</li> <li>• Describe and evaluate the choices an author has made in their use of language</li> <li>• Explain how an author has used language to manipulate the reader</li> </ul>

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.