



## Swainswick Church School Reading comprehension progression



	Independent reading	English lessons/ texts	Class text	Guided reading			
				Vocabulary	Inference	Predict	Explain
<b>EYFS</b>		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Anticipate – where appropriate – key events in stories.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.			
<b>1</b>	Checking that the text makes sense to them as they read and correcting inaccurate reading.	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Discussing word meanings, linking new meanings to those already known.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	Making inferences on the basis of what is being said and done (verbally).	Predicting what might happen on the basis of what has been read so far (Verbally).	Explain clearly their understanding of what is read to them.

	Independent reading	English lessons/ texts	Class text guided reading	Literary leaves/Reading booth guided reading						
				Text coverage	Vocabulary	Inference	Predict	Explain	Retrieval	Summarise/ sequence
<b>2</b>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Recognising simple recurring literary language in stories and poetry.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Answering and asking questions.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Making inferences on the basis of what is being said and done (verbally and written).</p>	<p>Predicting what might happen on the basis of what has been read so far (verbally and written).</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Answering questions.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p>
<p><b>3/4</b></p> <p><b>The complexity of the writing in the text is the progression from Year 3-4</b></p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry [for example, free</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Identifying themes and conventions in a wide range of books.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p>	<p>Retrieve and record information from non-fiction.</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>

	<p>verse, narrative poetry].</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>									
<p><b>5/6</b></p> <p><b>The complexity of the writing in the text is the progression from Year 5-6</b></p>	<p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	<p>Retrieve, record and present information from non-fiction.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>