

Progression in Reading Comprehension – EYFS, KS1 & KS2



EYFS Statutory Framework 2021, National Curriculum 2014

Good comprehension draws 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. (National Curriculum 2014 – Purpose of Study)

EYFS Early Learning Goals 2021:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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

	Year 1	Year 2	Year 3 & 4	Year 5 & 6
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they read by:
Listen to and discuss texts Read for pleasure	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences.	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.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Continuing to read and discuss an increasing range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Key stories from our literacy heritage and from other cultures Oral retelling	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Recognising simple recurring literacy language in stories and poetry.	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Poetry and playscripts Reciting by heart Performing	Learning to appreciate rhymes and poems and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and to perform. Showing understanding through intonation, tone, volume and action.	Learning a wider range of poetry by heart. 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.
Developing vocabulary Interest in language	Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.	Using dictionaries to check the meaning of words that they have read. Discussing words and phrases that capture the reader's interest and imagination.	Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.

Genres			Reading books that are structured in different ways and for a range of purposes. Recognising some different forms of poetry.	Reading books that are structured in different ways and reading for a range of purposes.
Themes			Identifying themes and conventions in a wide range of books.	Identifying and discussing themes/conventions in and across a wide range of writing. Making comparisons within and across books. Recommending books that they have read to their peers, giving reasons for their choices.
	Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by:	Understand what they read by:
Engaging with meaning and thinking about text	Drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading.	Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correction inaccurate reading.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
Structure and organisation. Summarising and deduction.	Discussing the significance of the title and events.	Discussing the sequence of events in books and how items of information are related. Being introduced to non-fiction books that are structured in different ways.	Identifying main ideas drawn from more than one paragraphs and summarising these. Identifying how language, structure and presentation contribute to meaning.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning.
Inference, prediction and enquiry	Making inferenced on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far.	Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Asking questions to improve their understanding of the text.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Asking questions to improve their understanding.
	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Rules for discussion Explanation	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	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.	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. 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. Provide reasoned justifications for their views.
Non-fiction			Retrieve and record information from non-fiction.	Retrieve, record and present information from non-fiction. Distinguish between statements of fact and opinion.

