



Sherdley Primary School
Reading Progression Map - COMPREHENSION

2022-23

	Autumn	Spring	Summer	
Pre-School	<p>Story language: Characters What is the problem? -Why is Spot hiding? Why is mum looking for him? What is the problem? - Why does Duck run away? Why did they go looking for him? What is the problem? - Why were the children sad?</p> <p>Early Reading Front cover, title and author. Verbally recalling familiar stories using props or pictures. Finding information in pictures.</p>	<p>Story language: What is the problem? Why do they run back home? Why did the bear chase them back home? What is the problem? Why does Daisy stay with the egg? What is the problem? Why did he need to water it?</p> <p>Early Reading Front cover, title and author. Begin Noticing print in the environment- text walk in and around pre-school – knowing it has meaning</p>	<p>Story language: What is the problem? What is the mouse trying to avoid? Story Language- discussion about is it right or wrong not to be friends? What is the problem? Should Whiffy have a bath? Story Language- discussion about the feelings of the characters What is the problem? Why did the houses fall down? Why is the house of bricks strong? How should the wolf have behaved?</p> <p>Early Reading Verbally recalling familiar stories using props or pictures To identify the characters and story sequence</p>	
Reception	<p>Story language: Setting, plot, characters. Recount of beginning and ending. Repeated refrains. What is the problem? – they can't see their mummy. Story language repeated she looked for the ...but no...could be found. What is the problem? – she keeps losing things The broom breaks in two. What is the problem? – he has no vest left.</p> <p>Early Reading</p>	<p>Story language: Story language repeated refrains. Setting, plot, characters. Recount of beginning, middle and ending. Recount of the story sequence. What is the problem? – why did he run away. How to get across the river. What is the problem? – why did she not share the bread – discussion. What is the problem? – why did she have a surprise?</p> <p>Early Reading Retell stories using story language.</p>	<p>Story language: Recount of the story sequence. Setting, plot, characters. Story phrases – advice, poured out his troubles. What is the problem? – why can't butterfly find the monkey's mum? What is the problem? – how can the rainbow fish make friends? What is the problem? – why do they not believe Bonehead?</p> <p>Early Reading Answering questions about what they have read.</p>	<p>Reception Early Learning Goals: Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</p> <p>Reception Early Learning Goals: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own</p>

	Front cover, title, author, beginning and ending of the story discuss. Simple retelling of the story using pictures. Finding information in pictures.	Reading CVC words with Phase 2 and 3 phonemes. Reading a simple captions and simple sentences. To read tricky words. Early comprehension work.	Answer questions about what the words mean	words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play		
	Vocabulary, Language and Structure	Poetry, Plays, Performance	Understanding and Comprehension	Inference, Deduction and Prediction	Discussion and Viewpoints	Non Fiction, Summary and Retrieval
Y1	Discus word meanings, linking new meanings to those already known	Learn to appreciate rhymes and poems, and to recite some by heart To retell familiar stories orally	Understand both the books they can already read accurately and fluently and those they listen listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To check that the text makes sense to them as they read, and correcting inaccurate reading To explain clearly their understanding of what is read to them •	To discuss the significance of the title and events To make inferences on the basis of what is being said and done	To draw on what they already know or on background information and vocabulary provided by the teacher to help understand a text	Develop their knowledge of retrieval through images
Y2		Be introduced to non-fiction books that are structured in different ways	Check that the text makes sense to them as they read and correcting inaccurate reading	predicting what might happen on the basis of what has been read so far understand both the	drawing on what they already know or on background information and	Be introduced to non-fiction books that are structured in different ways

				books that they can already read accurately and fluently and those that they listen to	vocabulary provided by the teacher	
Y3	<p>Discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words and phrases that capture the readers' interest and imagination.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p>	<p>Recognising different forms of poetry.</p> <p>Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume, fluency and action</p>	<p>Checking the text makes sense.</p> <p>Asking questions to improve their understanding of a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify prediction using evidence from the text.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves</p>	<p>Retrieve and record information from a text</p> <p>Listening to and discussing a range of non-fiction texts.</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising these.</p>
Y4	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing their understanding and explaining the meaning of words in context.</p> <p>Discussing words and phrases that capture the readers' interest and imagination.</p> <p>Identifying how language, structure and</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising different forms of poetry</p>	<p>Checking the text makes sense to them.</p> <p>Asking questions to improve their understanding of a text.</p>	<p>To ask and answer questions appropriately, including some simple inference based on characters feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</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>Retrieve and record information from non-fiction.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>

	presentation contribute to meaning.					
Y5	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing their understanding and explaining the meaning of words in context.</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 these may have on the reader.</p>	<p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to be read aloud and to perform them, showing an understanding through: intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Checking the books makes sense to them, discussing their understanding</p> <p>Asking questions to improve their understanding.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives through their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Provide reasoned justifications for their views.</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>Recommend books that they read, to their peers, giving reasons for their choice.</p> <p>Provide reasoned justifications for their views.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>Distinguish between fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Summarising the main ideas drawn from more than one paragraph.</p> <p>Identifying key details to support the main ideas.</p>
Y6					Participate in discussions about books that are read to them.	