

Year 1 Comprehension Progression

Working Towards

After being introduced to new **vocabulary** I can identify it in the text and verbally explain the meaning of what I have read.

I can demonstrate that I can **identify and recognise key aspects of fiction** by joining in with predictable phrases when a story is read to me.

I can verbally make links between what I have read and my own experiences and knowledge

I can show some evidence of **sequencing and understanding** by verbally retelling main points, key stories, fairy stories and traditional tales.

Expected Standard

I can identify the meaning of **vocabulary** when given multiple choices and there are clues in the text. Eg, Circle the word which shows santa was happy: sad, annoyed, merry, scared.

I can demonstrate understanding of **vocabulary** by self-correcting words when reading.

I can identify **key aspects of texts** by answering multiple choice/tick box **retrieval** questions about what I have read when the target information is reflected by the wording in the question.

I can identify the **sequence** of events by saying which occurred first when given two events.

In discussion with the teacher I can make simple **inferences** based on what has been said.

In discussion with the teacher I can make simple **inferences** based on what has been done

I can verbally make reasonable **predictions** which are based on what has been read.

Greater Depth

I can demonstrate knowledge of **vocabulary** by identifying statements which have the same meaning.

I can identify **vocabulary** in a text when given the meaning Eg. find and copy a word that meanswhen there are stated clues and the wording of the question mirrors the wording in the text.

I can answer short **retrieval** questions about what I have read when the target information is reflected by the wording in the question.

I can **sequence** events in a text when given statements and asked to number them.

I can name some of the structural **features** of non-fiction books and texts.

I can make simple **inferences** based on what has been said and done when the information is limited to a short section of text and there are clues to the location from the wording of the question.

I can choose the most likely **prediction** of what will happen based on what I have read.

I can identify cause and effect in a story.

I can discuss my favourite words or phrases in a story or poem

Year 2 Comprehension Progression

Working Towards

I can identify the meaning of **vocabulary** when given multiple choice and there are clues in the text. Eg, Circle the word which shows santa was happy: sad, annoyed, merry, scared.

I can demonstrate understanding of **vocabulary** by self-correcting words when reading.

I can identify **key aspects of texts** by answering multiple choice/tick box **retrieval** questions about what I have read when the target information is reflected by the wording in the question.

I can identify the **sequence** of events by saying which occurred first when given two events.

In discussion with the teacher I can make simple **inferences** based on what has been said.

In discussion with the teacher I can make simple **inferences** based on what has been done

I can verbally make reasonable **predictions** which are based on what has been read.

Expected Standard

I can demonstrate knowledge of **vocabulary** by identifying statements which have the same meaning.

I can identify **vocabulary** in a text when given the meaning Eg. find and copy a word that meanswhen there are stated clues and the wording of the question mirrors the wording in the text.

I can answer short **retrieval** questions about what I have read when the target information is reflected by the wording in the question.

I can **sequence** events in a text when given statements and asked to number them.

I can name some of the structural **features** of non-fiction books and texts.

I can make simple **inferences** based on what has been said and done when the information is limited to a short section of text and there are clues to the location from the wording of the question.

I can choose the most likely **prediction** of what will happen based on what I have read.

I can verbally state similarities and differences between books I have read.

I can identify cause and effect in a story.

I can discuss my favourite words or phrases in a story or poem

Greater Depth

I can use a dictionary to find the meaning of new **vocabulary** and unfamiliar words.

I can work out the meaning of new **vocabulary** when there are clues within the sentence and the theme is familiar and when the wording of the question does not mirror the wording in the text.

I can **retrieve** information when it is clearly located by the wording in the question and is within a longer text.

I can make **inferences** based on what has been said or done when the clues are not highly prominent in the text, or they are found in more than one place.

I can **summarise** the events/main ideas in a story or nonfiction article.

I can make **predictions** and give reasons for my predictions based on what I have read.

I can name and identify the **structural features** of nonfiction texts and know the functions of these

I can explain how the author's use of **language features** such as similes and metaphors contribute to the meaning of the text.

I can **compare** the main themes and ideas between texts - stating similarities and differences between what I am reading and other books I have read.

Year 3 Comprehension Progression

Working Towards

I can identify new **vocabulary**, words which are unfamiliar, and ask for clarification.

I can ask **questions** about what I have read.

I can **retrieve** information when it can be clearly located by the wording in the question and it is highly prominent.

I can make simple **inferences** based on prominent clues.

I can **summarise** a paragraph or the main events in a story.

I can make sensible **predictions** based on what I have read.

I can name and identify the **structural features** of nonfiction texts

I can recognise the **language features** of different fiction genres. Eg fairytale language, mystery etc.

I can **compare** two things when asked to name a similarity and a difference and the information is explicit.

Expected Standard

I can use a dictionary to find the meaning of new **vocabulary** and unfamiliar words.

I can work out the meaning of new **vocabulary** when there are clues within the sentence and the theme is familiar.

I can **retrieve** information when it is clearly located by the wording in the question and is within the text.

I can make **inferences** when the clues are not highly prominent in the text, or they are found in more than one place.

I can **summarise** the events/main ideas in a story or nonfiction article.

I can make **predictions** and give reasons for my predictions based on what I have read.

I can name and identify the **structural features** of nonfiction texts and know the functions of these

I can explain how the author's use of **language features** such as similes and metaphors contribute to the meaning of the text.

I can **compare** two texts drawing on similarities and differences in character, layout and main idea of the stories.

Greater Depth

I can put new **vocabulary** into a different context to show understanding.

I can **retrieve** information when it is not clearly located by the wording in the question.

I can make **inferences** based on several pieces of information and answer longer questions which require me to justify and explain inferences using evidence from the text.

I can **summarise** main ideas and themes drawn from more than one paragraph.

I can make **predictions** based on details stated and implied and justify and explain my predictions drawing on evidence from the text.

I can identify the **structural features** of different styles of poems and state the impact that these have on the reader for example free verse and narrative poetry.

I can identify nuances in vocabulary choices and note how the **language features** and literary devices of the author impact on the meaning of the text, the reader's interest and their imagination.

I can **compare** the main themes and ideas within and between texts - stating similarities and differences between what I am reading and other books I have read

Year 4 Comprehension Progression

Working Towards

I can use a dictionary to find the meaning of new **vocabulary** and unfamiliar words.

I can work out the meaning of new **vocabulary** when there are clues within the sentence and the theme is familiar.

I can **retrieve** information when it is clearly located by the wording in the question and is within the text.

I can make **inferences** when the clues are not highly prominent in the text, or they are found in more than one place.

I can **summarise** the events/main ideas in a story or nonfiction article.

I can make **predictions** and give reasons for my predictions based on what I have read.

I can name and identify the **structural features** of nonfiction texts and know the functions of these

I can explain how the author's use of **language features** such as similes and metaphors contribute to the meaning of the text.

I can **compare** two texts drawing on similarities and differences on character, layout and main idea of the stories.

Expected Standard

I can put new **vocabulary** into a different context to show understanding.

I can **retrieve** information when it is not clearly located by the wording in the question.

I can make **inferences** based on several pieces of information and answer longer questions which require me to justify and explain inferences using evidence from the text.

I can **summarise** main ideas and themes drawn from more than one paragraph.

I can make **predictions** based on details stated and implied and justify and explain my predictions drawing on evidence from the text.

I can identify the **structural features** of different styles of poems and state the impact that these have on the reader for example free verse and narrative poetry.

I can identify nuances in vocabulary choices and note how the **language features** and literary devices of the author impact on the meaning of the text, the reader's interest and their imagination.

I can **compare** the main themes and ideas within and between texts - stating similarities and differences between what I am reading and other books I have read

Greater Depth

I can infer the meaning of **new vocabulary** from the context when little subject specific knowledge is required and the inference is clear.

I can **retrieve** information from the text when it is not clearly located by the wording in the question and is found in more than one place in the text.

I can **infer** characters' thoughts, feelings and motives from their actions and justify inferences with evidence from the text.

I can **summarise** the main ideas of a book and text drawn from more than one paragraph and identify key details which support the main ideas.

I can make **predictions** and apply these to abstract task requirements (presented with new situations) using evidence from details stated and implied.

I can identify how language, presentation, grammatical and **structural features** of texts contribute to their meaning.

I can evaluate effectiveness of **language features** concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination.

I can make **comparisons** between themes, characters and ideas and provide reasoned justification for my views drawing on evidence from a number of sources in the text.

I can distinguish between **fact and opinion** when given the statements.

Year 5 Comprehension Progress
Working Towards
I can put new vocabulary into a different context to show understanding.
I can retrieve information when it is not clearly located by the wording in the question.
I can make inferences based on several pieces of information and answer longer questions which require me to justify and explain inferences using evidence from the text.
I can summarise main ideas and themes drawn from more than one paragraph
I can make predictions based on details stated and implied and justify and explain my predictions drawing on evidence from the text.
I can identify the structural features of different styles of poems and state the impact that these have on the reader for example free verse and narrative poetry.
I can identify nuances in vocabulary choices and note how the language features and literary devices of the author impact on the meaning of the text, the reader's interest and their imagination.
I can make comparisons between themes and conventions in different texts.
Expected Standard
I can infer the meaning of new vocabulary from the context when little subject specific knowledge is required and the inference is clear.
I can retrieve information from the text when it is not clearly located by the wording in the question and is found in more than one place in the text.
I can infer characters' thoughts, feelings and motives from their actions and justify inferences with evidence from the text.
I can summarise the main ideas of a book and text drawn from more than one paragraph and identify key details which support the main ideas.
I can make predictions and apply these to abstract task requirements (presented with new situations) using evidence from details stated and implied.
I can identify how language, presentation, grammatical and structural features of texts contribute to their meaning.
I can evaluate effectiveness of language features concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination.
I can make comparisons between themes, characters and ideas and provide reasoned justification for my views drawing on evidence from a number of sources in the text.
I can distinguish between fact and opinion when given the statements.
Greater Depth
I can infer the meaning of new vocabulary from the context when some subject specific knowledge is required and the inference clues are not limited to one or two pieces.
I can retrieve information from the text when it is not clearly located by the wording in the question and there is significant competing information in the text.
I can infer characters' thoughts, feelings and motives and abstract ideas such as themes and purpose of the author and justify inferences with evidence from the text.
I can summarise the main ideas, themes and purposes of a book and text drawn from more than one paragraph and identify key details and quotations to illustrate.
I can make predictions about responses and opinions of others based on stated and implied information using evidence as well as my own knowledge of the world.
I can explain how language, presentation, grammatical and structural features of texts contribute to their meaning and how the author has deliberately selected them for effect.

I can evaluate effectiveness of **language features** concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination and give examples of how effects have been created within a text.

I can make **comparisons** within and across books about abstract themes, motives, characters and ideas and provide reasoned justification for my views drawing on evidence from a number of sources in the text.

I can identify statements of **fact and opinion** in a text and infer author's viewpoint from statements of opinion within nonfiction texts.

Year 6 Comprehension Progression

Working Towards

I can infer the meaning of **new vocabulary** from the context when little subject specific knowledge is required and the inference is clear.

I can **retrieve** information from the text when it is not clearly located by the wording in the question and is found in more than one place in the text.

I can **infer** characters' thoughts, feelings and motives from their actions and justify inferences with evidence from the text.

I can **summarise** the main ideas of a book and text drawn from more than one paragraph and identify key details which support the main ideas.

I can make **predictions** and apply these to abstract task requirements (presented with new situations) using evidence from details stated and implied.

I can identify how language, presentation, grammatical and **structural features** of texts contribute to their meaning.

I can evaluate effectiveness of **language features** concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination.

I can make **comparisons** between themes, characters and ideas and provide reasoned justification for my views drawing on evidence from a number of sources in the text.

I can distinguish between **fact and opinion** when given the statements.

Expected Standard

I can infer the meaning of **new vocabulary** from the context when some subject specific knowledge is required and the inference clues are not limited to one or two pieces.

I can **retrieve** information from the text when it is not clearly located by the wording in the question and there is significant competing information in the text.

I can **infer** characters' thoughts, feelings and motives and abstract ideas such as themes and purpose of the author and justify inferences with evidence from the text.

I can **summarise** the main ideas, themes and purposes of a book and text drawn from more than one paragraph and identify key details and quotations to illustrate.

I can make **predictions** about responses and opinions of others based on stated and implied information using evidence as well as my own knowledge of the world.

I can explain how language, presentation, grammatical and **structural features** of texts contribute to their meaning and how the author has deliberately selected them for effect.

I can evaluate effectiveness of **language features** concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination and give examples of how effects have been created within a text.

I can make **comparisons** within and across books about abstract themes, motives, characters and ideas and provide reasoned justification for my views drawing on evidence from a number of sources in the text.

I can identify statements of **fact and opinion** in a text and infer author's viewpoint from statements of opinion within nonfiction texts.

Greater Depth

I can infer the meaning of **complex vocabulary** (which has a high level of abstractness and lexico-grammatical density) from the context when subject specific knowledge is required and the inference clues are not limited to one or two pieces.

I can **retrieve** information from the text when there are functional distractors, the information is found in several places within the text and there is significant competing information.

I can make accurate **inferences** which require subject-specific knowledge and the ability to ignore functional distractors in order to justify and evidence conclusions.

I can **summarise** the main ideas, themes and purposes of a books which contain unfamiliar themes, language and grammatical structures (fiction)or contain large amounts of technical, subject-specific language and structures (nonfiction)

I can make **predictions** about responses and opinions of others based on implied information, in texts containing significant competing information and functional distractors using evidence to justify and support ideas as well as my own knowledge of the world.

I can explain how language, presentation, grammatical and **structural features** of texts contribute to their meaning and how the author has deliberately selected them for effect selecting quotes and examples to justify my points from a number of points within a text.

I can identify and evaluate the effectiveness of **language features** concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the creation of bias in opinion, the reader's interest, imagination and give examples of how effects have been created within a text.

I can evaluate the effectiveness of style, presentation and language features in order to make **comparisons** within and across books about abstract themes, motives, characters and ideas and provide reasoned justification for my views drawing on evidence from a number of sources in the text.

I can identify statements of **fact and opinion** in a text which require me to apply subject specific knowledge.