

Progression in reading comprehension at Chilton Primary School.

EYFS Early Learning Goals:

- 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 their 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	LKS2	UKS2
Decoding	<ul style="list-style-type: none"> • Apply phonics knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes. • Read accurately by blending taught GPC • Read common exception words • Reading common suffixes (-s, -es, -ing, -ed). • Read multisyllable words containing taught GPCs • Read contractions and understanding use of apostrophe. • Read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent. • Read accurately by blending, including alternative sounds for graphemes. • Read multisyllable words. • Read common suffixes • Read exceptions words. • Read most words quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondence between spelling and sound. 	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet.
Listening to and discuss texts. Read for pleasure.	<ul style="list-style-type: none"> • Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognise and join in with predictable phrases. • Retell a wider range of stories. 		<ul style="list-style-type: none"> • Increase familiarity with a wide range of books including fairy stories, myths and legends, retelling some of these orally. • Recognising simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> • Increase 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 and performing.	<ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, and to recite some by heart. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 		<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Learn 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.	<ul style="list-style-type: none"> • Discuss word meanings and link to words that are already known. • Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. 		<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read. • Discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Genres and Themes.			<ul style="list-style-type: none"> • Read books that are structured in different ways and for a range of purposes. • Recognise some different forms of poetry. 	<ul style="list-style-type: none"> • Read books that are structured in different ways and reading for a range of purposes.

		<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> Identify and discussing themes/conventions in and across a wide range of writing. Make comparisons within and across books. Recommend books that they have read to their peers, giving reasons for their choices.
Engaging with meaning and thinking about the text.	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<ul style="list-style-type: none"> Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
Structure and organisation. Summarising and deduction.	<ul style="list-style-type: none"> Discuss the significance of the title and events. Discuss the sequence of events in books and how items of information are related. Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these. Identify how language, structure, and presentation contribute to meaning. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning.
Inference, prediction and enquiry.	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Answering and asking questions. Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Ask questions to improve their understanding of a text. 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Ask questions to improve their understanding.
Discussing reading.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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-Fction.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Distinguish between statements of fact and opinion.