Progression in Reading Comprehension

EYFS	All classes to have designated reading corner and regular access to wider school reading areas.

Reading Comprehension

Objectives - **30 – 50 months, 40 – 60 months**, Early Learning Goals

Overarching skills

Know that print carries meaning and, in English, is read from left to right and top to bottom.
Know that information can be relayed in the form of print.
Know that information can be retrieved from books and computers.

Listen to stories with increasing attention and recall.
Listen to and join in with stories and poems, 1:1 or in small groups.
Join in with repeated refrains in rhymes and stories.
Enjoy an increasing range of books.
Understand humour, e.g. nonsense rhymes, jokes.

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
Demonstrate understanding when talking with others about what they have read.

Use intonation, rhythm and phrasing to make meaning clear to others.
Develop preference for forms of expression.
Play cooperatively as part of a group to develop and act out a narrative.
Express themselves effectively, showing awareness of listeners' needs.

Classroom Activities

Daily morning reading for pleasure, then comprehension activity from Spring 2 as bucket job.
Daily whole class stories with book discussion.
Daily 20mins phonics session.
15 whole class reading (VIPERS) weekly.
Weekly grouped guided reading session.
Individual reading weekly.
Reading buddies weekly.

Continuous provision including reading corner; simple reading activities; phonics games; interactive board decoding games; role play resources (often linked to current text).

Skill Area	Objectives	Stem Questions
Vocabulary	Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	What does this word mean?
Inference	Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.	(Looking at pictures) What might they be feeling? How do you know?
Prediction	Anticipate key events and phrases in rhymes and stories. Suggest how a story might end.	What might happen in the story? What might happen next? What might happen at the end of the story?
Explanation	Answer 'how' and 'why' questions in response to stories or events.	
Retrieval	Describe main story settings, events and principal characters.	What did you find out? What can you see on the front cover?
Sequence	Begin to be aware of the way stories are structured. Follow a story without pictures or props.	Can you order these parts of the story? What happened first, next....?

| Year 1 | All classes to have designated reading corner and regular access to wider school reading areas. |

<u>Reading Comprehension</u>

Classroom Activities

Daily individual reading (chn reading on their own, own choice of book from the class book-case)

- 40 mins whole class main VIPERS session x1 per week – follow up chn's individual work (drawn, written, annotated)
~30 minutes whole class reading x 5 per week verbal comprehension skills linked to main VIPERS focus of the week during every day whole class reading/ daily story

Guided reading sessions x1 per child weekly – based on reading level focusing on phonic knowledge.

Reading buddies with Y3

Overarching skills

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Discuss features and layout.

Recognise and join in with predictable phrases, learning to appreciate rhymes and poems, and to recite some by heart

Participate in discussion about what is read to them, taking turns and listening to what others say

Check that a text makes sense to them as they read and to self- correct.

Draw on what they already know or on background information and vocabulary provided by the teacher.

Skill Area	Objectives	Stem Questions
Vocabulary	Discuss word meanings, linking new meanings to those already known	• What does the word......mean in this sentence? • Find and copy a word which means .... • What does this word or phrase tell you about......? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think.......is repeated in this section?

Inference	Discuss the significance of the title and events making inferences on the basis of what is being said and done Develop inference though use of pictures	• Why was…. feeling….? • Why did …………happen? • Why did………. say……….? • Can you explain why……….? • What do you think the author intended when they said……….? • How does……make you feel?
Prediction	Predict what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?
Explanation	Explain clearly their understanding of what is read to them.	• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	Develop knowledge of retrieval through images.	• What kind of text is this? • Who did…..? • Where did….? • When did….? • What happened when….? • Why did ……happen? • How did…….? • How many….? • What happened to……?
Sequence	Retell familiar stories orally Sequence the events of a story they are familiar with	• Can you number these events 1-5 in the order that they happened? • What happened after …….? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

| Year 2 | All classes to have designated reading corner and regular access to wider school reading areas. |

Year 2	All classes to have designated reading corner and regular access to wider school reading areas.

Reading Comprehension

Classroom Activities

Daily individual reading

Daily story time

~30 minutes whole class reading (VIPERS) x3 per week from Spring term.

Reading buddies

Overarching skills

Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Recognise simple recurring literary language in stories and poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Be introduced to non-fiction books that are structured in different ways

Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say

Show understanding by drawing 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 to correct inaccurate reading.

Draw on what they already know or on background information and vocabulary provided by the teacher

Skill Area	Objectives	Stem Questions
Vocabulary	Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases	• What does the word......mean in this sentence? • Find and copy a word which means .... • What does this word or phrase tell you about ....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think..........is repeated in this section?

Inference	Make inferences on the basis of what is being said and done Answer and ask questions	•Why was......feeling.......? • Why did ....happen? • Why did.......... say..........? • Can you explain why..........? • What do you think the author intended when they said..........? • How does...make you feel?
Prediction	Predict what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?
Explanation	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	Ask and answer retrieval questions	• What kind of text is this? • Who did....? • Where did....? • When did....? • What happened when....? • Why did ......happen? • How did.......? • How many....? • What happened to......?
Sequence	Discuss the sequence of events in books and how items of information are related.	• Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

Year 3	All classes to have designated reading corner and regular access to wider school reading areas.

Reading Comprehension

Classroom Activities

Daily individual reading

Daily story time

~30 minutes whole class reading (VIPERS) at least 3 per week

Reading buddies

Overarching skills

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

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

Ask questions to improve their understanding of a text

Recognise different forms of poetry preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Skill Area	Objectives	Stem Questions
Vocabulary	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of words that they have read	• What do the words …… and …… suggest about the character, setting and mood? • Which word tells you that….? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means…… • Find and highlight the word that is closest in meaning to……. • Find a word or phrase which shows/suggests that……

Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	• Find and copy a group of words which show that… • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of …… show that they are …….. ? • How can you tell that…… ? • What impression of …… do you get from these paragraphs? • What voice might these characters use? • What was …. thinking when….. ? • Who is telling the story?
Prediction	Predict what might happen from details stated and implied.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	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. Identify themes and conventions in a wide range of books. Read books that are structured in different ways and reading for a range of purposes	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ….. effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ….. have on the audience? • How does the author engage the reader here? • Which words and phrases did ….. effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval	Retrieve and record information from non-fiction.	How would you describe this story/text? What genre is it? How do you know? • How did…? How often…? Who had…? Who is…? Who did….? • What happened to…? • What does…. do? • How ….. is ……..? • What can you learn about …… from this section? • Give one example of…… • The story is told from whose perspective?
Summarise **(Sequence)**	Identify main ideas drawn from more than one paragraph and summarising these. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	• Can you summarise in a sentence the opening/middle/end of the story? • What happened after …….? • What was the first thing that happened in the story? • Can you number these events 1-5 in the order that they happened?

Year 4	All classes to have designated reading corner and regular access to wider school reading areas.

<u>Reading Comprehension</u>

Classroom Activities
Daily individual reading
Daily story time
~30 minutes whole class reading (VIPERS) x3 per week

Overarching skills
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

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

Ask questions to improve their understanding of a text

Recognise different forms of poetry preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Skill Area	Objectives	Stem Questions
Vocabulary	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of words that they have read	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......

Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	Predict what might happen from details stated and implied.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	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. Identify themes and conventions in a wide range of books. Read books that are structured in different ways and reading for a range of purposes	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval	Retrieve and record information from non-fiction.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?
Summarise **(Sequence)**	Identify main ideas drawn from more than one paragraph and summarising these. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	• Can you summarise in a sentence the opening/middle/end of the story? • What happened after ....? • What was the first thing that happened in the story? • Can you number these events 1-5 in the order that they happened?

Year 5	All classes to have designated reading corner and regular access to wider school reading areas.

<u>Reading Comprehension</u>

Overarching skills

Increase 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

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Recommend books that they have read to their peers, giving reasons for their choices
Identify and discuss themes and conventions in and across a wide range of writing

Ask questions to improve their understanding of a text

Provide reasoned justifications for their views

Make comparisons within and across books

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.

Classroom Activities
Daily individual reading
Daily story time
30 minutes whole class reading (VIPERS) x3 per week
Book club ran by SM

Skill Area	Objectives	Stem Questions
Vocabulary	Discuss their understanding and exploring the meaning of words in context	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......

Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	• Find and copy a group of words which show that… • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of …… show that they are …….. ? • How can you tell that…… ? • What impression of …… do you get from these paragraphs? • What voice might these characters use? • What was …. thinking when….. ? • Who is telling the story?
Prediction	Predict what might happen from details stated and implied.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss understanding of what they have read, including through formal presentations and debates,	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ….. effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ….. have on the audience? • How does the author engage the reader here? • Which words and phrases did ….. effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

Retrieval	Retrieve and record information from non-fiction.	How would you describe this story/text? What genre is it? How do you know? • How did…? How often…? Who had…? Who is…? Who did….? • What happened to…? • What does…. do? • How ….. is ……..? • What can you learn about …… from this section? • Give one example of…… • The story is told from whose perspective?
Summarise **(Sequence)**	Identify main ideas drawn from more than one paragraph and summarising these.	• Can you summarise in a sentence the opening/middle/end of the story? • What happened after …….? • What was the first thing that happened in the story? • Can you number these events 1-5 in the order that they happened?

Reading Comprehension

Overarching skills

Increase 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

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Recommend books that they have read to their peers, giving reasons for their choices
Identify and discuss themes and conventions in and across a wide range of writing

Ask questions to improve their understanding of a text

Provide reasoned justifications for their views

Make comparisons within and across books

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.

Classroom Activities

Quiet individual reading
Daily story time
~30 minutes whole class reading (VIPERS) x3 per week autumn term
90 minutes total per week spring/summer: mix of VIPERS format + SATs-style questions covering all VIPERs skills

Skill Area	Objectives	Stem Questions
Vocabulary	Discuss their understanding and exploring the meaning of words in context	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......

Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
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Explanation	Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss understanding of what they have read, including through formal presentations and debates,	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?

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