



St Cuthbert's Catholic First School

Reading comprehension: Progression map

Y1-Y4

To develop a positive attitude to reading and enjoy listening to books read aloud

Progression	
1	Select books for personal reading and give reasons for choices
2	Read and listen to whole books, make choices for their personal reading
3	Sustain their reading for enjoyment and to find out
4	Read independently complete short texts and sections from information books

To participate in discussions about what is read to them, taking turns and listening to what others say

Progression	
1	Discuss books they like and give reasons for choices
2	Justify their choices of books and their preferences from the books they have read or have had read to them
3	Discuss why they like particular books or authors with others, giving reasons
4	Describe and review their own reading habits

Extend their range of reading

Progression	
1	Select books to read and listen to
2	Make choices from a selection of texts to hear and to read themselves
3	Extend the range of books read by browsing and selecting texts, including poetry, to read independently
4	Develop their reading stamina as they read longer texts

Ask questions to improve their understanding

Progression	
1	Ask questions about aspects of a text they don't understand.
2	Ask questions about a text to ensure they understand events or ideas in a text.
3	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.
4	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.

Skim, scan and read texts closely

Progression	
1	Skim read to gain an overview of a page/ text by focusing on significant parts –names, captions, titles. Scan the text to locate specific information – using titles, labels.
2	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully, e.g. to answer a specific question.
3	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.
4	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.

Use strategies to locate or infer the meaning of unfamiliar words in texts

Progression	
1	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.
2	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
3	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
4	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.

Visualise their understanding of what they read

Progression	
1	Visualise what they have been reading, e.g. through drawing or acting out.
2	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.
3	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.
4	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.

Make predictions

Progression	
1	Make predictions based on clues such as pictures, illustrations, titles.
2	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.
3	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.
4	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.

Summarise understanding

Progression	
1	(There is no Year 1 objective in this strand)
2	Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.
3	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.
4	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.

Build a wide vocabulary

Progression	
1	Make collections of interesting words on class reading vocabulary wall and use them when talking/ writing about books and stories.
2	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.
3	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.
4	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.

Use a dictionary effectively

Progression	
1	Use simple dictionaries and begin to understand their alphabetical organisation.
2	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.
3	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.
4	Locate words in a dictionary by the third place letters. Use the quartiles of the dictionary efficiently to locate words quickly.

Develop and express their understanding

Progression	
1	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.
2	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.
3	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.
4	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.

Answer written questions about a text and recording their understanding

Progression	
1	Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.
2	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc.) to answer questions on a text.
3	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.
4	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).

Justify their ideas about a text

Progression	
1	Answer simple questions where they recall information from a text.
2	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
3	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
4	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.

Annotating texts to support their understanding

Progression	
1	Mark significant incidents in a story or information in a non-fiction text.
2	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.
3	Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.
4	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.

Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

Progression	
1	Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.
2	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.
3	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.
4	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.

Identify main ideas and themes in a wide range of books and understand how these are developed over a text

Progression	
1	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.
2	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.
3	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.
4	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.

Identify how structure and presentation contribute to meaning

Progression	
1	<p>Identify and compare basic story elements, e.g. beginnings and endings in different stories.</p> <p>Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</p> <p>Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</p>
2	<p>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</p> <p>Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</p>
3	<p>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.</p>
4	<p>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p>

Make comparisons within and across texts

Progression	
1	Discuss and compare events or topics they have read about or have listened to.
2	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.
3	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author.
4	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.

Identify how language contributes to meaning

Progression	
1	Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language.
2	Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.
3	Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.
4	Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.

Evaluate the text

Progression	
1	Talk about aspects of the text that they like.
2	Explain why they like a particular text.
3	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.
4	Identify aspects or features that make a text entertaining, informative or useful.

Retrieve information from texts

Progression	
1	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic.
2	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information orally, using simple graphics or in writing.
3	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.
4	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.

Identify how language, structure and presentation contribute to meaning

Progression	
1	(No year 1 objective)
2	Notice how information is presented.
3	Notice how information is presented across a range of texts.
4	Use knowledge of different organisational features of texts to find information effectively.

Ask retrieval questions about a text

Progression	
1	Ask questions to understand what has happened in stories they have read or been read to them.
2	Ask what, where, and when questions about a text to support and develop their understanding.
3	Clarify their understanding of events, ideas and topics by asking questions about them.
4	Identify elements of a text which they do not understand and ask questions about it.

Infer from what characters say and do

Progression	
1	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.
2	Make inferences about characters from what they say and do, focusing on important moments in a text.
3	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.
4	Deduce the reasons for the way that characters behave from scenes across a short story.

Predict what might happen

Progression	
1	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.
2	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.
3	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded
4	Use information about characters to make plausible predictions about their actions.

Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices

Progression	
1	Explore the effect of patterned language or repeated words and phrases in familiar stories.
2	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.
3	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.
4	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.

Ask inferential questions

Progression	
1	Ask questions to explore what characters say and do.
2	Ask questions to understand more about characters and events in narrative or the topic in non- fiction.
3	Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.
4	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.

Adapt reading strategies in order to make inferences

Progression	
1	Link what they are reading to their own experience.
2	Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.
3	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text.
4	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.

Retrieve and record information from non-fiction texts

Progression	
1	Find information in a text about an event, character or topic.
2	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing.
3	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing.
4	Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.

Ask questions to find out

Progression	
1	Pose questions and use a text to find answers.
2	Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.
3	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.
4	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.

Identify how the structure and presentation of non-fiction texts contributes to meaning

Progression	
1	Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagram
2	Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.
3	Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.
4	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.

Identify how language ...contributes to meaning

Progression	
1	Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics.
2	Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.
3	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.
4	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.

Strategies for reading non-fiction text

Progression	
1	Locate parts of the text which give particular information, including labelled diagrams and charts.
2	Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings.
3	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.
4	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.