

# Progression in reading comprehension – EYFS, KS1 and KS2

EYFS Statutory Framework 2021, National Curriculum 2014

*Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction."* (National Curriculum 2014 – Purpose of Study)

## EYFS Early Learning Goals 2021:

- 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

## KS1 & KS2 Programmes of Study:

	Year 1	Year 2	Year 3 - 4	Year 5 - 6
Listen to and discuss texts	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Develop positive attitudes to reading and understanding of what they read by:	Maintain positive attitudes to reading and understanding of what they read by:
Read for Pleasure	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>
Key stories from our literary heritage and from other cultures. Oral retelling	<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>increasing 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</li> </ul>
Poetry and playscripts Reciting by heart Performing	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>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</li> </ul>
Developing vocabulary Interest in language	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>



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Inspiring Teachers  
Engaging Learners  
Promoting Excellence

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Genres			<ul style="list-style-type: none"> <li>reading books that are structured in different ways and for a range of purposes</li> <li>recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>identifying and discussing themes/conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> </ul>
Themes			<ul style="list-style-type: none"> <li>identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>identifying and discussing themes/conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> </ul>
	Understand both the books they can already read accurately and fluently and those they listen to by:			Understand what they read by:
Engaging with meaning and thinking about text.	<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate</li> </ul>		<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>
Structure and organisation. Summarising and deduction	<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> <li>being introduced to non-fiction books that are structured in different ways</li> </ul>		<ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>
Inference, prediction and enquiry	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>		<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>asking questions to improve their understanding</li> </ul>
	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Rules for discussion	<ul style="list-style-type: none"> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>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</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>provide reasoned justifications for their views.</li> </ul>
Non-fiction			<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> <li>distinguish between statements of fact and opinion</li> </ul>

