



Reading Progression Map – Comprehension

This document highlights the Assessment statements within each year group and places them beside the year groups above and below. This means you can easily look for progression while ensuring your pupils are meeting the expectations for their own year group.

For recommended texts please see the 'Reading Recommendations and Progression for Texts at Park Hill' document.

In each area, please look for the text in bold as a quick guide to where your expected child should be – nothing should be looked at in isolation, always ensure your knowledge is sound for all year groups.

ENGLISH COMPREHENSION	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Teacher Assessment	- All pupils should have a 1:1 Reading Observation during Autumn 1, Spring 1 and Summer 1 – this will give an accurate picture of their word reading skills for teachers. They should use the KPI document alongside the Reading Observation Sheet (use the 'Book Club' format to complete these). - All Reading Records should be checked regularly and teachers should have a reading reward system in place – any reluctant readers should be invited to regular book club style reading opportunities and also be given opportunities to read with peers, other adults and independently during the school day (IDENTIFY AND MONITOR)							
Understanding and Correcting Inaccuracies	They enjoy an increasing range of books.	They demonstrate understanding when talking with others about what	To check that a text makes sense to them as they read and to self-correct.	Show understanding by drawing on what they already know and vocabulary provided by the teacher	Check that the text makes sense to them as they read and to correct inaccurate reading.	Check that the text makes sense to them as they read and to correct inaccurate reading.	Check that the text makes sense to them as they read and to correct inaccurate reading.	Check that the text makes sense to them as they read and to correct inaccurate reading.

		they have read.		To check that the text makes sense to them as they read and to correct inaccurate reading.				
Teacher Assessment	RWI programme to be followed to the Comprehension schemes of work. Children will be assessed regularly according to the programme and some pupils may ‘come off’ the RWI programme from Summer 1. At this time they will be moved on to the ‘VIPERS’ Guided Reading lessons				- Fluency checks to take place at the beginning of the Autumn and Spring term – complete all relevant paperwork to accurately assess pupils and directly triangulate to TT (Class teacher to co-ordinate interventions using support staff – all date to be given to Reading Lead by week 3) - RWI groups will be assessed throughout the year according to the Fresh Start part of the RWI programme (co-ordinated by RWI lead)			
Comparing, Contrasting and Commenting	They listen to and join in with stories and poems, one-to-one and also in small groups.	They can describe the main events in the simple stories they have read.	Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently - To link what they have read or have read to them to their own experiences - To retell familiar stories in increasing detail and join in with discussions about a text, taking turns and listening to what others say.	Participate in discussion about books, poems and other works that are read to them Explaining their understanding and expressing their views - Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales - To discuss the sequence of events in books and how items of information are related. - To ask and answer questions about a text.	- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - To use appropriate terminology when discussing texts (plot, character, setting). - To discuss the sequence of events in books and how items of information are related. - To ask and answer questions about a text.	- To discuss and compare texts from a wide variety of genres and writers - To read for a range of purposes. - To identify themes and conventions in a wide range of books. - To refer to authorial style, overall themes - Comment on author’s use of presentational devices such as numbering and headings - To identify how language,	- To read a wide range of genres, identifying the characteristics of text types and differences between text types. - To 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. - To identify main ideas drawn from more than one paragraph and to summarise these. - To recommend texts to peers based on personal choice.	- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres and books from other cultures and traditions - To recognise more complex themes in what they read - To explain and discuss their understanding of what they have read - To listen to guidance and feedback on the quality of their explanations/discussions - To draw out key information and to

			To discuss the significance of titles and events.	To make links between the text they are reading and other texts they have read.	To make links between the text they are reading and other texts they have read (in texts that they can read independently).	structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	To compare characters, settings and themes within a text and across more than one text.	summarise the main ideas in a text. - To distinguish independently between statements of fact and opinion - To compare characters, settings and themes across more than one text.
Words in Context and Authorial Choice		They use phonics knowledge to understand unfamiliar vocabulary.	To discuss word meaning and link new meanings to those already known.	- To discuss and clarify the meanings of words, linking new meanings to known vocabulary. - To discuss their favourite words and phrases.	- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - To discuss authors' choice of words and phrases for effect.	To discuss vocabulary used to capture readers' interest and imagination.	- To discuss vocabulary used by the author to create effect including figurative language. - To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and Prediction	Suggests how the story might end.	They demonstrate understanding when talking with others about what they have read.	- To begin to make simple inferences. - To predict what might happen on the basis of what has been read so far.	- To make inferences on the basis of what is being said and done - To predict what might happen on the basis of what has been read so far in a text.	- To ask and answer questions, including some simple inference questions based on characters' feelings - To justify predictions using evidence from the text.	- Draw inferences from characters' feelings, thoughts and motives, with evidence from the text. - To justify predictions from details stated and implied.	- Draw inferences from characters' feelings, thoughts and motives - Make predictions based on details stated and implied, with evidence from the text.	- To consider different accounts of the same event and to discuss viewpoints - To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	Listens to and joins in with stories and poems, one-to-one	Uses vocabulary and forms of speech that are increasingly	Uses vocabulary and forms of speech that are increasingly influenced by their	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with	To prepare and perform poems and play scripts that show some awareness of the	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)	To continually show an awareness of audience when reading out loud using intonation,	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage

	and also in small groups Join in singing favourite songs and nursery rhymes	influenced by their experiences of books They represent their own ideas, thoughts and feelings through role play and stories	experiences of books - They represent their own ideas, thoughts and feelings through role play and stories. - Learn rhyming strings - To recite simple poems by heart	appropriate intonation to make the meaning clear.	audience when reading aloud To begin to use appropriate intonation and volume when reading aloud	To prepare and perform poems and play scripts with appropriate techniques to show awareness of the audience when reading aloud	tone, volume and action	the audience and for effect
Non-Fiction		Knows that information can be retrieved from books and computers	To be exposed to non-fiction books and understand that we read non-fiction books to gain new information.	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	- To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. - To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	- To retrieve, record and present information from non-fiction texts. - To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information