

Reading Comprehension Skills Teaching progression

Y3	Y4	Y5	Y6
Understand and be able to explain the meaning of words in context			
Retrieve Summarise Infer Predict Explain Content	Retrieve Summarise Infer Predict Explain content and layout Identify language use (compare)	Retrieve Summarise Infer Predict Explain content and layout Identify language use and authorial intent Make comparisons	Retrieve Summarise Infer Predict Explain content and layout Identify language use and authorial intent Make comparisons

Year 3	• Retrieve and record information from non-fiction (2b) • Identify main idea of a text (2c) • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions (2d) • Predict what might happen from details stated (2e) • Identify how structure, and presentation contribute to the meaning of texts (2f)
SKILLS	• Ask questions to improve understanding of a text • Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
Year 4	• Explain the meaning of words in context (2a) • Retrieve and record information from non-fiction (2b) • Ask questions to improve understanding of a text (2c) • Infer meanings and begin to justify them with evidence from the text (2d) • Predict what might happen from details stated and deduced information (2e) • Identify how the writer has used precise word choices for effect to impact on the reader (2f) • Know and recognise some of the literary conventions in text types covered (2f) • Identify some text type organisational features, for example, narrative, explanation, persuasion (2f) • Explain why text types are organised in a certain way(2f) • Discuss and record words and phrases that writers use to engage and impact on the reader (2g) • Make connections with prior knowledge and experience (2h)
SKILLS	• Begin to build on others' ideas and opinions about a text in discussion

Year 5	• Use meaning-seeking strategies to explore the meaning of words in context. (2a) • Use knowledge of structure of text type to find key information. (2b) • Summarise the main ideas drawn from a text. (2c) • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. (2d) • Justify inferences with evidence from the text. (2d) • Make predictions from what has been read. (2e) • Identify significant ideas, events and characters and discuss their significance. (2f) • Identify how language, structure and presentation contribute to the meaning of a text. (2f) • Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. (2g) • Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. (2g) • Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification. (2g) • Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. (2g) • Identify the effect of the context on a text. For example, historical or other cultures. (2h) • Make connections between other similar texts, prior knowledge and experience. (2h) • Compare different versions of texts and talk about their differences and similarities. (2h)
SKILLS	• Listen to and build on others' ideas and opinions about a text. • Present an oral overview or summary of a text. • Present the author's viewpoint of a text. • Use text marking to identify key information in a text. • Make notes from text marking. • Express a personal point of view about a text, giving reasons. • Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and <u>know their features</u>.
Year 6	• Identify key points in an appropriate text (2b) • Use scanning to find specific information (2b) • Identify and discuss themes in a range of writing and across longer texts (2c) • Summarise key information from different parts of a text (2c) • Refer to the text to support opinion (2d) • Identify and discuss the conventions of different text types (2f) • Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension (2g) • Recognise the writer's point of view and discuss it (2g) • Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts (2g) • Make connections between other similar texts, prior knowledge and experience and explain the links. (2h) • Compare different versions of texts and explain the differences and similarities (2h)
SKILLS	• Text mark to make research efficient and fast • Organise information or evidence appropriately • Find information using skimming to establish main idea • Express a personal point of view about a text, giving reasons linked to evidence from texts • Raise queries about texts • Explain and comment on explicit and implicit points of view • Distinguish between statements of fact and opinion

