

Battling Brook Reading Progression - Comprehension

Oracy foci = blue

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
read widely and frequently, outside as well as in school, for pleasure and information. engage in high-quality discussion with the teacher, to discuss a range of stories, poems and non-fiction. read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live. establish an appreciation and love of reading, and gain knowledge across the curriculum. read widely and often increases pupils' vocabulary	read widely and frequently, outside as well as in school, for pleasure and information. listen to, discuss and express 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 discuss the sequence of events in books and how items of information are related becoming increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales be shown non-fiction books that are structured in different ways recognise simple recurring literary language in stories and poetry.	read widely and frequently, outside as well as in school, for pleasure and information. pupils should be able to read books written at an age appropriate interest level with increasing fluency read texts accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently.	read widely and frequently, outside as well as in school, for pleasure and information. Through the use of more complex texts: pupils should be able to read books written at an age appropriate interest level. read texts fluently and accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. ensure decoding skills become increasingly secure, by teaching children to develop their	read widely and frequently, outside as well as in school, for pleasure and information. read aloud a wider range of poetry and books written at an age-appropriate interest level with increasing accuracy and at a reasonable speaking pace read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity ask for help in determining both the meaning of new words and how to pronounce them correctly prepare readings, with appropriate intonation to show their understanding	read widely and frequently, outside as well as in school, for pleasure and information. Through the use of more complex texts: read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace prepare readings, with appropriate intonation to show their understanding, and summarise and present a familiar story in their own words continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognise and joining in with predictable phrases learn to appreciate rhymes and poems, and to recite some by heart - discuss word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to 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 correct inaccurate reading	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear draw 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 correcting inaccurate reading to read accurately and fluently making inferences on the basis of what is being said and done in texts answer and ask questions predicting what might happen on the basis of what has been read so far participate in discussion about books and poems that are read to them and those that they can read for themselves, taking turns and listening to what others say	develop their knowledge and skills in reading non-fiction and listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks learn to justify their views about what they have read, with support read books that are structured in different ways and reading for a range of purposes be taught to use dictionaries to check the meaning of words that they have read increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally prepare poems and play scripts to read aloud and to perform, beginning to show understanding through intonation, tone, volume and action discuss words and phrases that capture the reader's interest and imagination	vocabulary and the breadth and depth of their reading develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. learn to justify their views about what they have read, with increasing independence. develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes use dictionaries to independently check the meaning of words that they have read gain increasing familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally identifying themes and	read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes 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 recommend books that they have read to their peers, giving reasons for their choices make comparisons within and across books	read books that are structured in different ways and read for a range of purposes recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing 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 check that the books make sense to them, discussing their understanding and exploring the meaning of words in context Ask thought-provoking questions to improve their understanding
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discuss the significance of the title and events making inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ask questions to improve their understanding of a text draw inferences about feelings, thoughts and motives from their actions predict what might happen from details stated and implied in a story identify main ideas drawn from a paragraph and summarise this retrieve and record information from non-fiction participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	conventions in a wide range of books prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discuss words and phrases that capture the reader's interest and imagination recognise some different forms of poetry [for example, free verse, narrative poetry] check that a text makes sense, discussing their understanding and explaining the meaning of words in context ask increasingly thought-provoking questions to improve their understanding of a text draw inferences about feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied in a story identify main ideas drawn from more than one	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 check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ask questions to improve their understanding draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss and evaluate how authors use language, including figurative language, considering the impact on the reader predict what might happen from details stated and implied summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion 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	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas 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 distinguish between statements of fact and opinion 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
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			paragraph and summarise these, identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 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 provide reasoned justifications for their views. recognise themes in what they read, such as loss or heroism. compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.	continue to apply what they have already learnt from books, to more complex writing. compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. apply the skill of retrieval to reading in history, geography and science texts and in contexts where pupils are genuinely motivated to find out information
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				learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. use reference books, pupils need to know what information they need to look for before they begin and need to understand the task. know how to use contents pages and indexes to locate information.	
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