

Reading Comprehension Progression in Skills



Every day getting better in **Reading** in every way!

Reading Comprehension Skills

Reading comprehension is an important strand to children learning to read and is taught alongside teaching children to read words on a page. When they can confidently and fluently read words on the page and understand what they are reading they become 'readers' in the true sense of the word and are more likely to choose to read for pleasure.

The progression in decoding skills is set out in our writing progression document and follows the teaching sequence of the phonics programme used 'Little Wandle Letters and Sounds.'

The 5 reading domains taught in Key Stage 1 are:

Retrieval

Making Inferences

Predicting

Sequencing

Vocabulary



Development of Reading Comprehension Skills in EYFS

The focus for teaching children to read in EYFS is through a daily phonics lesson and small group practice reading sessions 3 times a week. As part of whole class reading lessons and when reading to small groups of children in the provision the comprehension skills outlined below for KS1 are developed through books read to the children by adults. The children also develop these skills through their practice reading sessions when independently reading fully decodable books matched to their phonics knowledge. In addition, the children begin to develop the skills of inference and prediction through pictures as outlined in Year 1.


Reading Skill: Retrieval of facts from Texts

	Reading Skill: Retrieval of facts from Texts		
	Information	Example 1	Example 2
Year 1	<p>In Year 1, children need to be able to make simple retrievals from a text. Retrievals may be made from a text that has been read to the child or one the child has read themselves (depending on their level of development). This reading may be above the level they are able to read independently whilst children are developing their phonemic awareness and fluency.</p>	<p>Text:</p> <p>Slugs do not have a shell but snails do. Slugs and snails are molluscs just like clams and squid. You can spot slugs and snails on land, in trees and under the soil. Slugs and snails munch on plants. Slugs munch on snails too.</p>	<p>Text:</p> <p>It was a sunny day in Happy Town. The sky was blue. The birds were singing and sea was bright.</p>
		<p>Question:</p> <p>What do slugs and snails munch on?</p>	<p>Question:</p> <p>Find the word that tells you what the day was like in Happy Town.</p> <p>cold <input type="checkbox"/> stormy <input type="checkbox"/></p> <p>sunny <input type="checkbox"/> chilly <input type="checkbox"/></p>


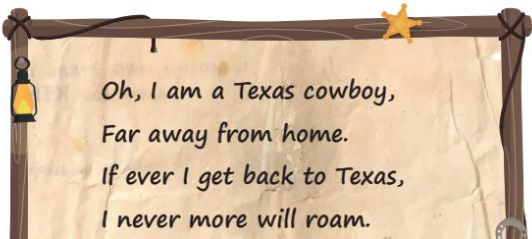
Reading Skill: Retrieval of facts from Texts

	Information	Example 1	Example 2									
Year 2	<p>In Year 2, children need to be able to answer retrieval questions linked to both fiction and non-fiction texts. The children will do this using a text they read independently and using strategies to lift the answer out of the text.</p>	<p>Text:</p> <p>On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.</p> <p>On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.</p> <p>On Friday, JJ said, "Let's do something for Mum. She has been working all week." "Can we do a picture in the garden?" I asked.</p>  <p>Question:</p> <p>Draw three lines to show what Jasmine and JJ did on each day.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 45%; text-align: center;">Monday</td> <td style="width: 10%; text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; width: 45%; text-align: center;">did something for Mum</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Wednesday</td> <td style="text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">went to the fair</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Friday</td> <td style="text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">went to the circus</td> </tr> </table>	Monday	•	did something for Mum	Wednesday	•	went to the fair	Friday	•	went to the circus	<p>Text:</p> <h3 style="text-align: center;">What Is A Cowboy?</h3> <p>A long time ago, there were lots of cowboys in North America. Some were young and some were old; most were men and very few were women. They rode horses and looked after cows.</p>  <p>Question:</p> <p>What animals did cowboys look after?</p>
Monday	•	did something for Mum										
Wednesday	•	went to the fair										
Friday	•	went to the circus										

Reading Skill: Make Inferences from Texts

	Information	Example 1	Example 2
Year 1	<p>In Year 1, children need to be able to make simple inferences from a text. Inferences may be made from a text that has been read to them or one the child has read themselves (depending on their level of development). Children will also be developing their inference skills linked to visual images. This reading may be above the level they are able to read independently whilst children are developing their phonemic awareness and fluency.</p>	<p>From pictures:</p>  <p>1. Describe what is happening in the picture. 2. How does the person feel? 3. Why do they feel like that? 4. How do you know?</p>	<p>Text:</p> <p>When Sam drew his curtains that morning, he smiled and wrapped his arms around himself. There would be no school today. He would get wrapped up and dig his sledge out of the shed. Then he would spend the rest of the day wrapped in a blanket. "Porridge for breakfast, I think!" he said.</p> <hr/> <p>Questions:</p> <p>What did Sam see out of his bedroom window?</p> <p>How did he feel about having no school today?</p>

Reading Skill: Make Inferences from Texts

	Information	Example 1	Example 2
Year 2	<p>In Year 2, children need to be able to make inferences based on what is being said or done in the text. The children will be using the text to begin to justify their inferences.</p>	<p>Text:</p> <p>When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."</p> <p>I wanted to see the top of our picture so I climbed the steps. They wobbled!</p> <p>I dropped the brushes!</p> <div style="text-align: center;">  </div>	<p>Text:</p> <h3 style="text-align: center;">Cowboys and their horses</h3> <p>Cowboys also became close to their horses. They could not do their job without horses and so a special bond grew between a cowboy and his horse. Horses had to carry bags, bedding, water bottles and a cowboy. Cowboys travelled so far with their horses that this became a song they often sang:</p> <div style="text-align: center;">  </div>
		<p>Question:</p> <p>Why did Jasmine drop the brushes?</p> <p>Tick one.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>The steps moved. <input type="checkbox"/></p> <p>The brushes were dirty. <input type="checkbox"/></p> </div> <div style="text-align: center;"> <p>JJ told her to. <input type="checkbox"/></p> <p>Mum was angry. <input type="checkbox"/></p> </div> </div>	<p>Question:</p> <p>Why did the cowboy's horses have to be strong?</p>

Reading Skill: Prediction

Information

Example 1

Example 2

Year 1

In Year 1, children will be making predictions based on what they can see from the title and front cover. The children will also be able to make predictions based on what has happened in the story so far.

Text:


Predictions from pictures:



What might the lady with the green hat say next?
Why do you think she will say that?

During whole class book talk and whilst reading their practice reading book (fully decodable or linked to their colour band if secure with phonics), the children will be asked questions such as, 'What might happen next?' 'Why do you think this?'


Reading Skill: Prediction

	Information	Example 1	Example 2
Year 2	<p>In Year 2, children will be able to make predictions based on what has already been said and done. The children will also make predictions using the title, front cover and the blurb of a text.</p>	<p>Text:</p> <p>I'm riding on a giant. I'm way up in the sky. Looking down on everyone From higher up than high. I'm holding on to giant's ears As we stride along the street Shouting down at people, "Hey! Mind my giant's feet!" We're ducking down through doorways. We're walking over walls. I'm safe as houses way up here. My giant never falls. People down below us Simply stop and stare. Then when they see our shadow, Oh wow! They get a scare. I'm taller than the tree-tops. I'm high enough to fly. Another centimetre and I'd bump into the sky. I've been riding on my giant, Oh! What a day I've had. I'm not afraid of giants, 'Cause this one is my dad.</p> <p>Text:</p> <p>Which of these do you think the child is likely to say at the end of the outing?</p> <p style="text-align: right;">Tick one.</p> <p>That was fun, Mum. Can you do it all over again? <input type="checkbox"/></p> <p>That was so scary. I never want to do it again! <input type="checkbox"/></p> <p>That was really boring, Dad. <input type="checkbox"/></p> <p>That was great, Dad. Let's do it again! <input type="checkbox"/></p>	<p>Text:</p>  <p>Dear Diary,</p> <p>We have just got our new home in Florida.</p> <p>I am sweating! I can't believe I packed my coats and jumpers. I am never going to wear them again!</p> <p>Our new house is right next to the beach. We did not have a sandy beach like this in Alaska. I can see the waves from my bedroom window. I cannot wait to go.</p> <p>I think I am going to like it here.</p> <p>Love Tyler</p> <p>Question:</p> <p>What do you think Tyler will do first in Florida?</p>

Reading Skill: Sequencing

	Information	Example 1	Example 2
Year 1	In Year 1, children will be able to retell stories that have been read to them or that they have read by themselves (based on their individual level of development). They need to be able to sequence pictures and images, linked to a text, in chronological order.	During literacy lessons and whole class reading sessions, the children will be able to sequence pictures linked to a text or verbally explain what has happened in a story.	During small group reading sessions and whilst reading texts within their practice reading books, the children will be able to sequence pictures linked to a text or verbally explain what has happened in a story.


Reading Skill: Sequencing

	Information	Example 1	Example 2									
Year 2	In Year 2, children will be able to retell stories of increasing length based on key events and begin to order texts in chronological order to demonstrate their understanding of the key events within a text. They will also answer true and false grids based on their understanding and summary of the whole text.	<p>Text: Previous paragraph not included See KS1 SATS reading paper 1 2018 for full text</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1; padding-right: 10px;"> <p>At the juice factory, sorters throw out any bad or spoilt apples.</p> <p>Then a machine washes the rest and mashes them in a milling machine (pips, skin and all). A huge press squeezes the mash until all its juice runs out.</p> <p>A heater warms up the juice to kill off any germs and it is poured into cartons.</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> <p>Question: Look at the section about apple juice.</p> <p>Number the sentences below from 1 to 4 to show the order they happen.</p> <p>The first one has been done for you.</p> <p>The machines cut down the apples. <input type="checkbox"/></p> <p>The apples are washed and cleaned. <input type="checkbox"/></p> <p>The fruit grows from apple buds. <input checked="" type="checkbox"/> 1</p> <p>The juice is poured into cartons. <input type="checkbox"/></p>	<p>Text:</p> <p>The text required to answer this question is 'There's an Octopus under my Bed' in the KS1 SATS reading paper 1 2017</p> <p>Question: Draw three lines to show where Molly was playing on each day.</p> <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Monday</td> <td style="width: 20px; text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">garden</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Tuesday</td> <td style="text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">living room</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Wednesday</td> <td style="text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">bedroom</td> </tr> </table>	Monday	•	garden	Tuesday	•	living room	Wednesday	•	bedroom
Monday	•	garden										
Tuesday	•	living room										
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Reading Skill: Vocabulary

	Information	Example 1	Example 2
Year 1	In Year 1, children will be focusing in on predictable phrases whilst reading and identifying words that they like within the text. The children will be able to explain why they like a word that the author has used.	Children will discuss the repetition, key phrases and words they like during literacy and whole class reading sessions. Such as when reading books such as, 'We're going on a bear hunt.' or 'The Smartest Giant in Town'.	Children will learn the meaning of new words when they are reading their practice reading books in their group reading sessions. They will also be asked to identify and discuss their favourite words and phrases.

Reading Skill: Vocabulary

	Information	Example 1	Example 2
Year 2	In Year 2, children will be able to identify their favourite words or phrases within a text and be able to explain why. The children will also be beginning to identify the impact certain vocabulary choices have on a text.	During literacy and whole class reading sessions, and whilst reading individually, the children will be able to independently identify their favourite words and phrases and explain why.	<p>Text:</p> <p>Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.</p> <p>"Mum will be furious!" I wailed.</p> <p>We rubbed and scrubbed as much as we could. We did not hear Mum come home.</p> <p>Then we saw her. I wanted to hide from her really cross face.</p>  <p>Question:</p> <p>Find and copy two words that tell you how JJ and Jasmine tried to clean off the paint.</p> <p>1. _____</p> <p>2. _____</p>