KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

<table>
<tr><th colspan="2">Features</th></tr>
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- The key knowledge progression document takes full account of the national curriculum's Reading Comprehension strand detailed using the Fischer Family Trust Reading Comprehension Framework overview:
  - Develop positive attitudes to reading (RP)
  - Skills and strategies to read for understanding (RSU)
  - Understand the Vocabulary used in texts (RV)
  - Express, record and present their understanding (RRP)
  - Understand the Whole Text (RUW)
  - Retrieve information from texts (RR)
  - Inferential Understanding (RI)
  - Reading to find out (RF)
- These strands have been chosen to represent National Curriculum content

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<tr><th colspan="2">Early Years Framework</th></tr>
<tr><td>Early Years Statutory Framework:
Educational Programme
Literacy</td><td>Early Learning Goal
Literacy - Comprehension</td></tr>
<tr><td>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</td><td>

- 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.

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Development Matters 3- 4 Years Literacy Guidance

- *Understand the five key concepts about print, print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.*
- *Develop their phonological awareness, so that they can, spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.*
- *Engage in extended conversations about stories, learning new vocabulary.*
- *Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.*
- *Write some or all of their name.*
- *Write some letters accurately.*

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Development Matters Reception Literacy Guidance

- *Read individual letters by saying the sounds for them.*
- *Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.*
- *Read some letter groups that each represent one sound and say sounds for them.*
- *Read a few common exception words matched to the school's phonic programme.*
- *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.*
- *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.*
- *Form lower-case and capital letters correctly.*
- *Spell words by identifying the sounds and then writing the sound with letter/s.*
- *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.*
- *Re-read what they have written to check that it makes sense.*

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KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

National Curriculum Subject Content				
Strand	**Develop positive attitudes to reading**	**Skills and strategies to read for understanding**	**Understand the Vocabulary used in texts**	**Express, record and present their understanding**
Key Stage 1 and Key Stage 2	*Take pleasure in reading: Develop positive attitudes to reading and* *Read independently and in groups.* *Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say* *Extend their range of reading*	*Use prior knowledge to support understanding* *Check that books make sense to them* *Ask questions to improve their understanding* *Skim, scan and read closely* *Use strategies to locate or infer the meaning of unfamiliar word* *Annotate text* *Visualise their understanding of what they read* *Make predictions* *Summarise understanding* *Adapt reading strategies for different purposes or according to the text type*	*Build a wide vocabulary* *Use a dictionary effectively* *Use strategies to locate or infer the meaning of unfamiliar words*	*Develop and express their understanding* *Answer questions about a text and record their understanding* *Justify their ideas about a text* *Annotate the text to support understanding* *Demonstrate understanding of stories, poetry and plays through retelling and reciting orally*
Strand	**Understand the Whole Text**	**Retrieve information from texts**	**Inferential Understanding**	**Reading to find out**
Key Stage 1 and Key Stage 2	*Identify main ideas and themes in a wide range of books and understand how these are developed over a text* *Identify how structure and presentation contribute to meaning* *Make comparisons within and across texts* *Identify how language contributes to meaning*	*Retrieve and record information from texts* *Retrieve the meaning of unfamiliar vocabulary where this is explained in the text* *Identify how language, structure and presentation contribute to meaning* *Ask retrieval questions about a text*	*Infer from what characters say and do* *Predict what might happen* *Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices* *Ask inferential questions* *Adapt reading strategies in order to make inferences*	*Retrieve and record information from non-fiction texts* *Ask questions to find out* *Identify how the structure and presentation of non-fiction texts contributes to meaning* *Identify how language …contributes to meaning* *(*KS1 'Apply') Strategies for reading non-fiction text*

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Develop positive attitudes to reading (RP) Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them	• RP N.1 Accesses reading areas with increased interest • RP N.2 Seeks out books, texts and reading opportunities within the environment.	• RP R.1 Accesses and uses reading area effectively by themselves and with their peers • RP R.2 Selects particular books of familiarity or interest • RP R.3 Is able to select some favourite texts and give reasons for their choice	• RP1.1 Select books for personal reading and give reasons for choices	• RP2.1 Read and listen to whole books, make choices for their personal reading	• RP3.1 Sustain their reading for enjoyment and to find out	• RP4.1 Read independently complete short texts and sections from information books	• RP5.1 Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others	• RP6.1 Listen to texts read to them and sustain their reading of longer and more challenging texts	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Read independently and in groups.	• RP N.3 Enjoy listening to longer stories and can remember much of what happens • RP N.4 Looks at books with increased independence • RP N.5 Looks and share books with their peers • RP N.6 Asks to have books read to them • RP N.7 Listens to stories with increased attention and interest	• RP R.4 Engage in story times, with good attention, recall and engagement • RP R.5 Selects books with independence • RP R.6 Initiates sharing books with their peers	• RP1.2Read independently and in groups. Enjoy listening to books read to them	• RP2.2 Read independently and in groups. Enjoy listening to books read to them	• RP3.2 Read independently and in groups.Enjoy listening to books read to them	• RP4.2 Read independently and in groups.Enjoy listening to books read to them	• RP5.2 Read independently and in groups. Enjoy listening to books read to them	• RP6.2 Read independently and in groups.Enjoy listening to books read to them	
Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say	• RP N.8 Engage in daily story time, answering simple questions asked	• RP R.7 Engage in daily story time with increased recall, answering and asking questions linked to the story	• RP1.3 Discuss books they like and give reasons for their preferences	• RP2.3 Justify their choices of books and their preferences from the books they have read or have had read to them	• RP3.3 Discuss why they like particular books or authors with others, giving reasons	• RP4.3 Describe and review their own reading habits	• RP5.3 Talk about books referring to details and examples in the text	• RP6.3 Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader	

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Extend their range of reading	• RP N.9 Show an increased interest in different text types as shared by the adult • RP N.10 To have an awareness of both fiction and non-fiction	• RP R.8 Understand the difference between fiction and non-fiction texts, and confidently talk about it • RP R.9 Ask adults to share a variety of different texts with them, e.g: fiction, non-fiction, poetry	• RP1.4 Select books to read and listen to	• RP2.4 Make choices from a selection of texts to hear and to read themselves	• RP3.4 Extend the range of books read by browsing and selecting texts, including poetry, to read independently	• RP4.4 Develop their reading stamina as they read longer texts	• RP5.4 Plan personal reading goals which reflect their interests and extend their range	• RP6.4 Develop their reading stamina and complete the independent reading of some longer texts	
Skills and strategies to read for understanding (RSU) Use prior knowledge to support understanding	• RSU N.1 Make links to their own life and experiences from what they hear in books	• RSU R.1 Begin to spot similar themes in books and comment on these. • RSU R.1 Confidently make links to their own life and experiences from what they hear in books	• RSU1.1 Think about what they know about events or topics prior to reading	• RSU2.1 Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard	• RSU3.1 Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read	• RRSU 4.1 Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts	• RSU5.1 Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected	• RSU6.1 Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read	

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Check that books make sense to them	• RSU N.2 Discuss what they have read with an adult to clarify understanding	• RSU R.2 Re-read sentences in their decodable books, to develop fluency and to check it makes sense	• RSU1.2 Listen to their own reading, and that of others, and make a sense check at regular intervals	• RSU2.2 Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding	• RSU3.2 Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read	• RSU4.2 Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost	• RSU5.2 Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described	• RSU6.2 Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning	
Ask questions to improve their understanding	• RSU N.3 With support can begin to ask what or why questions, during play or interaction to improve understanding	• RSU R.3 Independently ask what, why, how, where etc questions to check understanding and to provoke further interest	• RSU1.3 Ask questions about aspects of a text they don't understand	• RSU2.3 Ask questions about a text to ensure they understand events or ideas in a text	• RSU3.3 Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand	• RSU4.3 Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text	• RSU5.3 Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more	• RSU6.3 Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching	

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Skim, scan and read closely	• RSU N.4 Scan the picture to locate specific information, based on question asked by an adult	• RSU R.4 Scan the text to locate specific information – using titles, labels	• RSU1.4 Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles • Scan the text to locate specific information – using titles, labels	• RSU2.4 Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings • Scan pages to find specific information, using key words or phrases and headings • Read sections of text more carefully, e.g. to answer a specific question	• RSU3.4 Skim opening sentences of each paragraph to get an overview of a page or section of text • Scan contents, indexes and pages to locate specific information accurately • Identify sections of a text that they need to read carefully in order to find specific information or answer a question	• RSU 4.4 Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text	• RSU5.4 Locate information accurately through skimming to gain an overall sense of the text • Scan a text to gain specific information • Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate	• RSU6.4 Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning • Read carefully sections of texts to research information and to answer questions	

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Use strategies to locate or infer the meaning of unfamiliar words	• RSU N.5 Use of visual prompts and dual-coding opportunities to infer the meaning of unfamiliar words • RSU N.6 *Adults to listen to the children's suggestions and highlight the correct meaning	• RSU R.5 Listen to new vocabulary within a sentence to infer its meaning • RSU R.6 Check whether the suggested meanings make sense in the context of the text	• RSU 1.5 Speculate about the possible meanings of unfamiliar words met in reading • Check whether the suggested meanings make sense in the context of the text	• RSU2.5 Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary • Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage	• RSU 3.5 Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words • Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage	• RSU 4.5 Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	• RSU5.5 Identify when they do not understand the vocabulary used in a text and need to clarify the meaning • Give increasingly precise explanations of word meanings that fit with the context of the text they are reading • Check the plausibility and accuracy of their explanation or inference of the word meaning	• RSU6.5 Check the plausibility and accuracy of their explanation or inference about a word meaning • Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning	

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Annotate text	• RSU N.7 To ask an adult what a word means, when they are unsure	• RSU R.7 Know to mark or circle unfamiliar vocabulary within the text shared	• RSU 1.6 Mark significant incidents in a story or information in a non-fiction text	• RSU2.6 Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc	• RSU3.6 Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading • Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information	• RSU 4.6 Mark texts to identify vocabulary and ideas which they need to clarify • Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful	• RSU 5.6 Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further • Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate	• RSU6.6 Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading • As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful	
Visualise their understanding of what they read	• RSU N.8 Visualise their understanding through talking about what they see in pictures	• RSU R.8 Visualise their understanding through drawing	• RSU 1.7 Visualise what they have been reading, e.g. through drawing or acting out	• RSU2.7 Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events	• RSU3.7 Re-present information gathered from a text as a picture or graphic, labelling it with material from the text	• RSU 4.7 Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out • Use information from the text to justify their visual representations	• RSU5.7 Re-present information from a text graphically • Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself	• RSU6.7 Re-present information from a text graphically • Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself	

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Make predictions	• RSU N.9 Make a prediction about what might happen next	• RSU R.9 Make a prediction based upon clues in the book, using pictures or what they have heard	• RSU1.8 Make predictions based on clues such as pictures, illustrations, titles	• RSU2.8 Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out	• RSU3.8 Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading	• RSU 4.8 Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on	• RSU5.8 Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text	• RSU6.8 Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on	
Summarise understanding	•	•	• (There is no Year 1 objective in this strand)	• RSU2.9 Retell a story giving the main events • Retell some important information they've found out from a text • Draw together information from across a number of sentences to sum up what is known about a character, event or idea	• RSU3.9 Retell main points of a story in sequence • Identify a few key points from across a non-fiction passage	• RSU 4.9 Summarise a sentence or paragraphs by identifying the most important elements • Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated	• RSU5.9 Make regular, brief summaries of what they've read, identifying the key points • Summarise a complete short text or substantial section of a text • Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text	• RSU6.9 Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read • Summarise 'evidence' from across a text to explain events or ideas • Summarise their current understanding about a text at regular intervals	

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Adapt reading strategies for different purposes or according to the text type	• RSU N.10 Listen carefully to the stories that are shared • RSU N.11 Make sense of what has been read by asking questions	• RSU R.10 Begin to re-read sentences to increase fluency and understanding	• RSU 1.10 Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understandin g	• RSU2.10 Stop and think about what they have read • Put what they've read or heard into their own words	• RSU3.10 Identify where they don't understand what they've read, stop reading and take steps to fix the problem	• RSU 4.10 Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading • Take steps to re-establish understanding when comprehension is lost	• RSU5.10 Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it	• RSU6.10 Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information	•
Understand the vocabulary used in texts (RV) Build a wide vocabulary	• RV N.1 To increasingly apply new vocabulary, which they have acquired over the year in their talk	• RV R.1 Engage with high-quality texts, which introduce new vocabulary • RV R.2 Using newly acquired vocabulary within their talk and writing, applying this within different situations over a period of time	• RV1.1 Make collections of interesting words and use them when talking about books and stories	• RV 2.1 Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read	• RV3.1 Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied	• RV4.1 Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed • Investigate the meaning of technical or subject specific words they meet in their reading	• RV5.1 Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of *force* in scientific texts	• Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text • Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries	•

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Use a dictionary effectively	•	• RV R.3 Have an awareness of a dictionary and know that these help us to understand vocabulary	• RV1.2 Use simple dictionaries and begin to understand their alphabetical organisation	• RV2.2 Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	• RV3.2 Locate words in a dictionary by the first two letters • Know the quartiles of the dictionary	• RV4.2 Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly	• RV5.2 Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context • Use a dictionary to check a suggested meaning	• Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading • Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary	•
Use strategies to locate or infer the meaning of unfamiliar words	• RV N.2 Use of visual prompts and dual-coding opportunities to infer the meaning of unfamiliar words	• RV R.4 Listen to new vocabulary within a sentence to infer its meaning	• RV 1.3 Speculate about the possible meanings of new or unfamiliar words met in reading	• RV2.3 Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent	• RV3.3 Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words	• RV4.3 Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-	• RV5.3 Identify when they do not understand the vocabulary used in a text and need to clarify the meaning	• Check the plausibility and accuracy of their explanation of, or inference about, a word meaning • Identify when they do not	•

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				sentences or in a glossary	• Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage	reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries) • Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them	• Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning	understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning	
Express, record and present their understanding (RRP) Answer questions about a text and	• RRP N.1 Use picture or sequencing cards to represent understanding when asked a question about a story	• RRP R.1 Represent their understanding through drawing to answer questions about the text • RRP R.2 Use of story-mapping to represent understanding	• RRP 1.1 Match events to characters in narrative and detail and information to objects or topics in non-fiction texts	• RRP2.1 Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying • Use different formats (matching, ordering etc.) to	• RRP3.1 Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information	• RRP4.1 Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram • Answer questions on a text using different formats (matching, ordering, tabulating, etc.)	• RRP5.1 Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information • Recognise different types	• RRP6.1 Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc • Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information	•

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record their understanding				answer questions on a text	• Record their understanding of a text in different ways, using a range of formats		of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text • Vary the reading strategies they use to answer questions, depending on the different types asked • Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses	required for the answer will be explicitly stated or implied in the text • Vary the reading strategies they use and mode of answering according to what is expected of them by the question • Use confidently the different formats (matching, ordering etc.) to answer questions on a text • Answer questions by explaining their ideas orally and in writing	
Justify their ideas about a text	• RRP N.2 Answer 'why' questions with increased confidence • RRP N.3 Begin to use the word 'because' to explain	• RRP R.3 Confidently answer 'why' questions • RRP R.4 Use the word 'because' to explain and justify ideas	• RRP 1.2 Answer simple questions where they recall information from a text	• RRP2.2 Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text	• RRP3.2 Re-read sections of texts carefully to find 'evidence' to support their ideas about a text • Answer simple retrieval and inference questions by making a point	• RRP4.2 Support their ideas about a text by quoting or by paraphrasing from it • Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it	• RRP5.2 Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning • Identify and summarise	• RRP6.2 Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt • Identify and summarise evidence from a	•

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					and supporting it with 'evidence' from a text		evidence from a text to support a hypothesis	text to support a hypothesis	
Annotate the text to support understanding	• RRP N.4 To ask an adult what a word means, when they are unsure	• RRP R.5 Know to mark or circle unfamiliar vocabulary within the text shared	• RRP 1.3 Mark significant incidents in a story or information in a non-fiction text	• RRP2.3 Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc	• RRP3.3 Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information • Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading	• RRP4.3 Mark texts to identify vocabulary and ideas which they need to clarify • Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful	• RRP5.3 Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further • Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate	• RRP6.3 Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading • As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful	•

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Demonstrate understanding of stories, poetry and plays through retelling and reciting orally	• RRP N.5 Begin to join in with oral recall of introduced poems, when supported by an adult • RRP N.6 Engage with increasing confidence in oral story-telling using both talk and actions • RRP N.7 Begin to develop story-telling narrative within their play	• RRP R.6 Know a small bank of short poems, which they can recite • RRP R.7 Build story-telling narrative into their play • RRP R.8 Use of puppets, masks and costumes to re-inact familiar narrative • RRP R.9 Use repeated phrases with confidence when talking about known stories or poems	• RRP 1.4 Retell stories and parts of stories, using some of the features of story language • Learn and recite simple poems and rhymes, with actions, and re-read them from the text	• RRP2.4 Retell stories giving the main points or events in sequence and highlighting significant moments or incidents • Retell stories individually and through role play in groups, using dialogue and narrative from the text • Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation	• RRP3.4 Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters • RRP3.5 Read, prepare and present poems and play scripts	• RRP4.4 Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds • RRP4.5 Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding	• RRP5.4 Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters • RRP5.5 Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion	• RRP6.4 Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language • RRP6.5 Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience	•
Understand the whole text (RUW) Identify main ideas and themes in a wide range of books and understand how these are developed over a text	• RUW N.1 With some support is able to Link familiar story themes to their own experiences, e.g. illness, getting lost, going away	• RUW R.1 Link familiar story themes to their own experiences, e.g. illness, getting lost, going away	• RUW 1.1 Pick out significant events, incidents or information that occur through a text • Link familiar story themes to their own experiences, e.g. illness, getting lost, going away	• RUW2.1 Discuss familiar story themes that they have read or heard • Give reasons why things happen or change over the course of a narrative	• RUW3.1 Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish • Discuss how characters' feelings, behaviour and relationships change over a text	• RUW 4.1 Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story • Link cause and effect in narratives and recounts • Explain how ideas are developed in non-fiction texts	• RUW 5.1 Begin to distinguish between plot events/ details and the main themes in the texts they read • Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters	• RUW 6.1 Understand how a writer develops themes, ideas or points of view over a text • Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
							change over a narrative • Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic	• In non- fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies	
Identify how structure and presentation contribute to meaning	• RUW N.2 Know that stories have structure and can discuss some elements with an adult (beginning, middle, end) • RUW N.3 Knows that the text is read left to right • RUW N.4 Knows how to hold a book appropriately, turning the pages effectively	• RUW R.2 Can identify the beginning middle and end of a familiar story • RUW R.3 Have an awareness that different text types include differing layouts, noticing and commenting on this	• RUW 1.2 Identify and compare basic story elements, e.g. beginnings and endings in different stories • Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams • Recite poems with predictable and repeating patterns, extending and inventing patterns and	• RUW2.2 Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved • Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points • Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem	• RUW3.2 Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved • Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic • Distinguish between rhyming and non-rhyming poetry and comment on	• RUW4.2 Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue • Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently	• RUW 5.2 Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution • Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument • Read poems by significant	• RUW 6.2 Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together • Understand how writers use the features and structures of information texts to help convey their ideas or information • Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
			playing with rhyme		the impact of the poem's layout	• Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively	poets and identify what is distinctive about the style or presentation of their poems		
Make comparisons within and across texts	• RUW N.5 Have an awareness that the same story can often be written in different ways. (e.g alternate versions of traditional tales)	• RUW R.4 Compare the differences in familiar texts such as alternative endings	• RUW 1.3 Discuss and compare events or topics they have read about or have listened to	• RUW2.3 Identify, collect and compare common themes in stories and poems • Make comparisons of characters and events in narratives • Compare the information about different topics in non-fiction texts	• RUW3.3 Make comparisons between events in narrative or information texts on the same topic or theme • Compare and contrast writing by the same author	• RUW4.3 Collect information to compare and contrast events, characters or ideas • Compare and contrast books and poems on similar themes	• RUW 5.3 Make comparisons between the ways that different characters or events are presented • Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text	• RUW 6.3 Make comparisons and draw contrasts between different elements of a text and across texts • Compare and contrast the work of a single author • Investigate different versions of the same story or different books on the same topic, identifying similarities and differences	•
Identify how language contributes to meaning	• RUW N.6 Discuss key and familiar elements of story telling language, applying it into play and learning	• RUW R.5 Identify and discuss some key elements of story language	• RUW 1.4 Explore the effect of patterns of language and repeated words and phrases. • Identify and discuss some key elements of story language	• RUW2.4 Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that	• RUW3.4 Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs	• RUW4.4 Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe	• RUW 5.4 Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and	• RUW 6.4 Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical	•

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
				might have been used		attitudes or emotions • Discuss the meaning of similes and other comparisons they have read	impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue	vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them • Comment critically on how a writer uses language to imply ideas, attitudes and points of view	
Evaluate the text	• RUW N.7 With support identify key parts of the text that they like/enjoy	• RUW R.6 Talk about aspects of the text that they like	• RUW 1.5 Talk about aspects of the text that they like	• RUW2.5 Explain why they like a particular text	• RUW3.5 Say why they prefer one text to another • Begin to identify why one non- fiction text is more useful than another, according to their purpose	• RUW4.5 Identify aspects or features that make a text entertaining, informative or useful	• RUW 5.5 Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic (in non-fiction)	• RUW 6.5 Identify the features that make some texts more effective than others	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Retrieve information from texts (RR) Retrieve and record information from texts	• RR N.1 Know who key characters in stories are • RR N.2 Can talk with some support about events within a familiar story	• RR R.1 Discuss characters' appearance, behaviour and the events that happen to them	• RR 1.1 Discuss characters' appearance, behaviour and the events that happen to them, using details from the text • Find specific information in simple texts they've read or that has been read to them • Find information in a text about an event, character or topic	• RR2.1 Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction • Give reasons why things happen where this is directly explained in the text. • Locate information using contents, index, sub headings, page numbers etc • Express and record their understanding of information orally, using simple graphics or in writing	• RR3.1 Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics) • Take information from diagrams, flow charts and forms where it is presented graphically • Express and record their understanding of information orally, using simple graphics or in writing	• RR4.1 Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas • Pick out key sentences and phrases that convey important information • Take information from diagrams, flow charts and forms where it is presented graphically	• RR5.1 Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument • Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically	• RR6.1 Use evidence from across a text to explain events or ideas • Identify similarities and differences between characters, places, events, objects and ideas in texts • Retrieve information from texts and evaluate its reliability and usefulness	
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text	• RR N.3 Listen to the new words that are highlighted by an adult during reading	• RR R.2 Identify new or unfamiliar words that they meet when exploring texts whole class, discussing and exploring the meaning together	• RR 1.2 Identify new or unfamiliar words that they meet in reading • Explain the meaning of the words they meet in a text	• RR2.2 Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text	• RR3.2 Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words • Discuss unfamiliar words and their possible meaning to	• RR4.2 Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning • Identify unfamiliar vocabulary in a text and adopt	• RR5.2 Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text • Explain the meaning of	• RR6.2 Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility	•

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
					clarify their understanding of a sentence or passage	appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation	words used in a text	and accuracy of their suggestions	
Identify how language, structure and presentation contribute to meaning			• (No Year 1 objective)	• RR2.3 Notice how information is presented	• RR3.3 Notice how information is presented across a range of texts	• RR4.3 Use knowledge of different organisational features of texts to find information effectively	• RR5.3 Use knowledge of different organisational features of texts to find information effectively • Comment on how information is presented on the page	• RR6.3 Use knowledge of different organisational features of texts to find information effectively • Identify and explain how complicated information is presented on the page to make reading easier	•
Ask retrieval questions about a text	• RR N.4 With support can begin to ask 'what' questions when listening to a story	• RR R.3 Independently ask what and why questions when listening to a story	• RR 1.3 Ask questions to understand what has happened in stories they have read or been read to them	• RR2.4 Ask what, where, and when questions about a text to support and develop their understanding	• RR3.4 Clarify their understanding of events, ideas and topics by asking questions about them	• RR4.4 Identify elements of a text which they do not understand and ask questions about it	• RR5.4 Ask questions to clarify their understanding of words, phrases, events and ideas in different texts	• RR6.4 Ask questions to clarify their understanding of words, phrases, events and ideas in different texts	•
Distinguish between fact and opinion (Y5/6)							• RR5.5 In persuasive writing and other texts investigate how language is used to present opinion	• RR6.5 In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both	•

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

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							• Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	information giving and persuasive), distinguish between fact, opinion and fiction • In non-fiction texts distinguish between explicit and implicit points of view.	
Inferential understanding (RI) Infer from what characters say and do	• RI N.1 Discuss what is happening in a picture and generate inference with support from an adult	• RI R.1 Use pictures to find clues about how the characters might be feeling or what they are doing.	• RI 1.1 Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud • Discuss what is suggested about a character from the way or how he/ she speaks	• RI2.1Make inferences about characters from what they say and do, focusing on important moments in a text	• RI3.1 Understand how what a character says or does impacts on other characters, or on the events described in the narrative • Infer characters' feelings in fiction.	• RI4.1 Deduce the reasons for the way that characters behave from scenes across a short story	• RI5.1 Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions	• RI6.1 Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters	•
Predict what might happen	• RI N.2 Make a prediction about what might happen next	• RI R.2 Make a prediction based upon clues in the book, using pictures or what they have heard	• RI 1.2 Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts	• RI2.2 Make plausible predictions showing an understanding of the ideas, events or characters they are reading about	• RI3.2 Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded	• RI4.2 Use information about characters to make plausible predictions about their actions	• RI5.2 Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts • Discuss the plausibility of their	• RI6.2 Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text	•

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

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							predictions and the reason for them	• Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark	
Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices	• RI N.3 Learn repeated phrases from familiar stories • RI N.4 Begin to understand new vocabulary and its meaning	• RI R.3 Learn and discuss repeated phrases from familiar stories • RI R.4 Begin to understand new vocabulary and its meaning	• RI 1.3 Explore the effect of patterned language or repeated words and phrases in familiar stories	• RI2.3 Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event	• RI3.3 Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells	• RI4.3 Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions • Discuss the meaning of similes and other comparisons that they read	• RI5.3 Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them • Consider the language used in a text and pick up the implications and associations being made by the writer	• RI6.3 Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas	
Ask inferential questions	• RI N.5 Listen to adult's model asking questions and take part in hot seating activities	• RI R.5 Generate simple questions to ask characters and take part in hot seating activities	• RI 1.4 Ask questions to explore what characters say and do	• RI2.4 Ask questions to understand more about characters and events in narrative or the topic in non-fiction	• RI3.4 Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic	• RI4.4 Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read	• RI5.4 Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding	• RI6.4 Ask questions to clarify and explore their understanding of what is implied in the text	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

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Adapt reading strategies in order to make inferences	• RI N.6 Begin to demonstrate an awareness between the story they hear and their own experiences	• RI R.6 Begin to make links between the story they hear and their own experience	• RI 1.5 Link what they are reading to their own experience	• RI2.5 Talk around a topic prior to reading • Re-read sections of texts carefully to find answers to questions about characters and events	• RI3.5 Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts • Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated • Re-read sections of texts carefully to check their ideas about the text	• RI4.5 Link what they are reading to prior knowledge and experience and to their knowledge of similar texts • Make predictions and brief summaries at regular intervals when reading • Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events	• RI5.5 Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions • Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully • Build 'thinking time' into their reading, identifying questions that they want answered • Summarise their current understanding	• RI6.5 Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions • Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully • Build 'thinking time' into their reading, identifying questions that they want answered • Summarise their current understanding at regular intervals when reading an extended text	•

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
							at regular intervals when reading an extended text		
Reading to find out (RF) Retrieve and record information from non-fiction texts	• RF N.1 Show an awareness towards retrieval through picture clues, and the information they have heard	• RF R.1 Retrieve key information from what they have heard, with increased accuracy	• RF 1.1 Find information in a text about an event, character or topic	• RF2.1 Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc • Express and record their understanding of information orally, using simple graphics, or in writing	• RF3.1 Take information from diagrams, flow charts and forms where it is presented graphically • Express and record their understanding of information orally, using simple graphics, or in writing	• RF4.1 Pick out key sentences and phrases that convey important information • Take information from diagrams, flow charts and forms where it is presented graphically • Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.	• RF5.1 Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically • Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information	• RF6.1 Evaluate texts for their reliability and usefulness when researching a topic • Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table	•
	• RF N.2 With some support is able to ask a simple question	• RF R.2 Can independently ask simple questions	• RF 1.2 Pose questions and use a text to find answers	• RF2.2 Pose and record questions prior to reading to find something out	• RF3.2 Prepare and list questions as the basis for enquiry and	• RF4.2 Prepare for and carry out factual research by reviewing what is known,	• RF5.2 Prepare for research by identifying what they already know	• RF6.2 Locate resources for a specific research task, identifying key questions to	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

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Ask questions to find out				• Ask follow up questions about the topics they've read about	decide which are the most important to follow up	what needs to be found out, what resources are available and where to search	and what they need to find out. Plan their inquiry or research in the light of these questions, adapt their questions as they read	be investigated, the usefulness of the information source, and deciding how best to record and present the information • Refine research questions in the light of initial findings	
Identify how the structure and presentation of non-fiction texts contributes to meaning	• RF N.3 Shows awareness to the difference in layout between fiction and non-fiction	• RF R.3 Can identify a non-fiction text based on its layout, knowing basic features	• RF 1.3 Discuss different ways pages from an information book can be laid out and how this is different from story books • Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams	• RF2.3 Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points	• RF3.3 Identify how different non-fiction texts are organised • Use the organisational features of non-fiction texts in their own reading and research	• RF4.3 Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently	• RF5.3 Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose • Discuss the way that writers of non-fiction match text structure to their intentions	• RF6.3 Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts • Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

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Identify how language …contributes to meaning	• RF N.4 Discuss the meaning of significant words met in reading linked to particular topics	• RF R.4 Discuss the meaning of significant words met in reading linked to particular topics	• RF 1.4 Discuss the language used in labels and captions • Notice how language is used in instructional writing and recounts • Discuss the meaning of significant words met in reading linked to particular topics	• RF2.4 Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc • Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding	• RF3.4 Begin to identify some of the language differences between fiction and non-fiction texts • Develop their understanding of key words met in reading non-fiction texts	• RF4.4 Investigate the language features of different sorts of non-fiction texts • Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary	• RF5.4 Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority • Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts	• RF6.4 Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc • Explain and use accurately the subject specific vocabulary used in different non-fiction texts	
*(*KS1 'Apply')* Strategies for reading non-fiction text	• RF N.5 Have an awareness of what a non-fiction text is	• RF R.5 Understand that non-fictional is based on real information. • RF R.6 Able to read simple informative sentences	• RF 1.5 Locate parts of the text which give particular information, including labelled diagrams and charts	• RF2.5 Scan a text to find specific sections using key words or phrases, sub headings • Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings	• RF3.5 Skim and scan a text to locate information quickly and accurately • Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text	• RF4.5 Clarify unfamiliar vocabulary met in information texts • Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information • Pay particular attention to introductions and opening/ closing sentences in	• RF5.5 Clarify unfamiliar vocabulary met in information texts • Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to	• RF6.5 Clarify unfamiliar vocabulary met in information texts • Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and	

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Reading Comprehension

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
						paragraphs to identify key information • Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading	locate specific information; iv) close reading to develop understanding; v) text marking • Plan research in other subjects, considering how best to read different sources, and find and record the information they need	carefully a section, annotating the text as appropriate • Plan research in other subjects, considering how best to read different sources, and find and record the information they need	
Distinguish between fact and opinion							• RF5.6 In persuasive writing and other texts investigate how language is used to present opinion • Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument	• RF6.6 In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction • In non-fiction texts distinguish between explicit and implicit points of view	