



## Sawley Junior School Reading Progression Grid: Comprehension

National Curriculum Strand/ Skill Development	Year Three	Year Four	Year Five	Year Six
<p>Note - Codes in brackets correspond to the LKS2 and UKS2 Reading Maps that are in children's reading books.</p>	<p>Teachers of reading constantly advocate it as an enjoyable pastime for wellbeing and pleasure, as well as a medium through which to learn across the curriculum. The essence of reading cannot be captured purely by teaching a sequence of lessons, but in the way that it is held in high esteem by adults in school. This is achieved through the range of high-quality texts readily available for the children's enjoyment, as well as through books promoted by the teacher. Within lessons, and story time, high-quality discussion will elicit the children's responses to the text. A love of reading is fostered throughout school.</p>			
<p>Comparing, Contrasting and Commenting - Poetry, Fiction and Non-fiction</p> <p style="color: blue;">Key EVENTS: Choral poetry assemblies</p> <p style="color: blue;">Key Date: Wordsmith Week (February)</p>	<p>To discuss, compare and respond to texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions (R1, R2, R3, R4, R5, R6, R9, R10, R11, R12)</p>		<p>To discuss, compare and analyse texts across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions (R1, R2, R3, R4, R5, R6)</p>	
	<p>To become increasingly familiar with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally (R7, R8)</p>		<p>To become increasingly familiar 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 (R7, R8, R9, R10, R11, R13, R14)</p>	
	<p>To participate in discussion about both books that are read to/by them, taking turns, and listening to what others say (R2, R5, F14)</p>		<p>To participate in discussions about books that are read to/by pupils, building on their own and others' ideas as well as courteously challenging views (R1, R2, F12)</p>	
	<p>To begin to identify themes and <b>conventions*</b> in a range of books (F14)</p> <p>To read books that are structured in different ways and begin to understand that reading can be done for a range of purposes (R6)</p>	<p>To identify themes and <b>conventions*</b> in a widening range of books (F14)</p> <p>To read a range of books that are structured in different ways and recognise when reading is needed for a range of purposes (R6)</p>	<p>To read a range of books that are structured in different ways and read for a range of purposes (R6)</p> <p>To identify the characteristics of different text types (such as the use of the first person in writing diaries and autobiographies) and differences</p>	<p>To read an increasingly complex range of books that are structured in different ways and read for a range of purposes (R6)</p> <p>To identify the effectiveness or purpose of characteristics of different text types (such as the use of the</p>

	<p>To use appropriate terminology when discussing texts (e.g. plot, character, setting).</p> <p>*To recognise authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>To discuss and compare texts from a wide variety of genres and writers (R12)</p> <p>*To refer to authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>between text types (T4, T5, T7)</p> <p>To recommend texts to peers based on personal choice, giving reasons why.</p>	<p>first person in writing diaries and autobiographies) and differences between text types (T4, T5, T7)</p> <p>To recognise more complex themes in what they read (such as loss or heroism) (T7)</p> <p>To compare characters and themes within a text and across more than one text (T7)</p> <p>To recommend texts to peers based on personal choice, giving reasons why.</p>
<p><b>Poetry and Performance</b></p> <p>Key Date: Choral Poetry assemblies throughout the year</p>	<p>To rehearse and perform poems and play scripts and show understanding through intonation, tone, volume and simple action (R3,R9)</p> <p>To begin to recognise different forms of poetry (R10)</p>	<p>To rehearse and perform poems and play scripts, with appropriate, polished, techniques (intonation, tone, volume and action) to show awareness of the audience when speaking aloud (R3, R4, R11)</p> <p>To recognise and discuss different forms of poetry (R10)</p>	<p>To learn a wider range of poetry by heart (R12)</p> <p>To rehearse for the performance of poems and plays, showing understanding of intonation, tone and volume so that the meaning is clear to an audience (R3, R4, R12, R13, R14)</p>	<p>To continue to learn a wider range of poetry by heart.</p> <p>To prepare and confidently perform poems and scripts using a wide range of devices to engage the audience (R3, R4, R12, R13, R14)</p>

The following skills are taught (with an awareness of the interplay required) using a holistic approach, via a high-quality, suitably challenging text.

		Year Three	Year Four	Year Five	Year Six
Vocabulary	Understanding and Correcting Inaccuracies	<p>To check that text makes sense as it is read, self-correcting where required and know the importance of doing so to ensure accuracy, and discuss understanding</p> <p>To ask, answer and discuss questions to improve their understanding of a text.</p> <p>To substitute words for others to work out the meaning of words.</p> <p>To 'read around' and look for clues to work out the meaning of words.</p> <p>To identify root words, prefixes and suffixes to work out the meaning of words.</p>			
	Words in Context and Authorial Choice	<p>To begin to develop strategies to explain the meaning of words in context (F2, NF2)</p> <p>To begin to identify how language, structure and presentation contribute to meaning (F11, F12, F13, NF6, NF7, NF8)</p> <p>To discuss authors' choice of words and phrases for effect (F11)</p> <p>To begin to use techniques (e.g., dictionaries and glossaries) to check the meaning of words that they have read (T4)</p>	<p>To use strategies to explain the meaning of words in context (F2, NF2)</p> <p>To identify how language, structure and presentation contribute to meaning (F11, F12, F13, NF6, NF7, NF8)</p> <p>To discuss vocabulary used by the author to capture readers' interest and imagination (F11)</p> <p>To confidently use techniques (e.g., dictionaries and glossaries) to check the meaning of words that they have read (T4)</p>	<p>To identify how language, structure and presentation contribute to meaning (F13, F14)</p> <p>To discuss language used by authors to create effect (including figurative language: <b>metaphor, simile, imagery, style and effect.</b>) (T1, T2, T3)</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader (F13)</p>	<p>To identify how language, structure and presentation contribute to meaning (F13, F14)</p> <p>To analyse and evaluate the use of language (including figurative language) and how it is used for effect - using technical terminology such as: <b>metaphor, simile, analogy, imagery, style and effect</b> (T1, T2, T3)</p>
Inference		To draw inferences	To draw inferences	To draw inferences	To draw inferences

<p>Inference involves children applying and drawing upon a variety of different skills which all add to their comprehension of the text.</p> <p>In particular, making explicit links between the content read and their own experiences leads to improved understanding of the text.</p>	<p>(answering questions appropriately) about a character's feelings, thoughts and motives from their actions (F4, F5, F6)</p> <p>To begin to justify their inferences with evidence from the text (identifying the part of the text that leads them to their conclusion) (F7)</p> <p>(PEE Approach).</p>	<p>(answering questions appropriately) from characters' feelings, thoughts and motives from their actions (F4, F5, F6)</p> <p>To justify their inferences with appropriate evidence from the text (F7)</p> <p>(PEE Approach).</p>	<p>(answering questions appropriately) from characters' feelings, thoughts, and motives from their actions (F6, F8, F9)</p> <p>To justify their inferences with evidence from the text. (F9)</p> <p>(PEE Approach).</p>	<p>(answering questions appropriately) from characters' feelings, thoughts, and motives from their actions (F6, F8, F9)</p> <p>To justify their inferences with evidence from the text (F9)</p> <p>(PEE Approach).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues (F6, NF2, F2)</p> <p>To consider different accounts of the same events and discuss alternative viewpoints (both of authors and of fictional characters) (F2, F3)</p>
<p><b>Prediction</b></p>	<p>To predict what might happen from details stated and implied. (F8)</p> <p>To begin to justify predictions using evidence from the text. (F7, F8)</p> <p>(PEE Approach).</p>	<p>To predict what might happen from details stated and implied (F10)</p> <p>To justify predictions using evidence from the text (F9, F10)</p> <p>(PEE Approach).</p>		
<p><b>Explanation</b></p>	<p>To explain and discuss their understanding of books, poems, and other materials, both those that they listen to and those that they read for themselves.</p> <p>To begin to know the difference between facts and opinions.</p>	<p>To explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic</p>	<p>To explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the</p>	

		<p>and using notes where necessary (NF6)</p> <p>To know the difference between facts and opinion (T6)</p> <p>To distinguish between statements of fact and opinion, providing reasoned justification for their views (T6, NF5, T9)</p>	<p>topic and using notes where necessary (NF6)</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justification for their views (T6, NF5, T9)</p>
<p><b>Retrieval</b></p> <p><b>Skimming is a 'whole text' process.</b> Pupils skim a whole text to locate a specific paragraph or area where the required information is likely to be. (E.g., particular paragraphs or guided by subheadings)</p> <p><b>Scanning is looking at a specific section of a text.</b> Pupils locate related information (e.g. words or phrases) before looking in more detail for an answer.</p> <p><b>Key Words:</b> Pupils are encouraged to identify, as they are reading, key words and information, such as: Names, dates, statistics and numbers, unknown vocabulary, headings, subheadings and caption.</p>	<p>To retrieve and record information from fiction and non-fiction (NF11)</p> <p>To use contents pages and subheadings to retrieve information (NF9, NF10)</p> <p>To use 'skimming' and 'scanning' to retrieve information</p> <p>To learn to 'read around' key words and phrases to retrieve information</p>	<p>To retrieve, record and present information from fiction and non-fiction (F2,F3,F4, NF6)</p> <p>To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts (NF2, NF3, NF4, NF6, F2, F3, F4)</p> <p>To identify key information in a text using skimming and scanning.</p> <p>To 'read around' key words and phrases to retrieve information.</p>	<p>To identify key information in a text using skimming and scanning</p> <p>To 'read around' key words and phrases to retrieve information.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely</p>

<p>Also, key question words that indicate the content of the response (e.g., who, where, when, how, why).</p>		<p>retrieve information.</p>		<p>motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre review). (NF2, NF3, NF4, NF6, F2, F3, F4)</p>
<p><b>Summarise (KS2)</b></p>	<p>To identify ideas from one paragraph and summarise these (NF4, NF5)</p>	<p>To identify main ideas drawn from more than one paragraph and summarise these (NF4, NF5)</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these (F7)</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these (F7)</p> <p>To draw out key information and to summarise the main ideas in a text (F7)</p>