



## Comprehension: Progression of Skills and Knowledge

### EYFS

#### Understanding and Correction Inaccuracies

##### Communication and language

##### Literacy

Three and Four year (Nursery)

- Enjoy listening to longer stories and can remember much of what happens.
  - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

- Engage in extended conversations about stories, learning new vocabulary.

Reception

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Early Learning Goals (End of reception)

Comprehension:

- 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.

#### Comparing, Contrasting and Commenting

##### Communication and Language

##### Understanding the World

Three and Four year (Nursery)

- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Reception

- Compare and contrast characters from stories, including figures from the

<b>Early Learning Goals (End of reception)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>past.</p> <p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Words in Context and Authorial Choice</b>		
<b>Communication and Language</b>		<b>Literacy</b>
<b>Three and Four year</b>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>* Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
<b>Early Learning Goals (End of reception)</b>	<p>Speaking:</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Inference and Prediction</b>		
<b>Communication and Language</b>		<b>Literacy</b>

<b>Three and Four year</b>	<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	
<b>Reception</b>		
<b>Early Learning Goals (End of reception)</b>	<p>Speaking:</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> </ul>

## Poetry and Performance

	<b>Communication and Language</b>	<b>Expressive Arts and Design</b>	<b>Literacy</b>
<b>Three and Four year</b>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> </ul> <p>Create their own songs, or improvise a song around one they know.</p>	
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Engage in storytimes.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>	

	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> </ul>		
<b>Early Learning Goals (End of reception)</b>		<b>Creating with Materials:</b> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive:</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>	<b>Comprehension:</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>

## Non-Fiction

	Communication and Language	Literacy
<b>Three and Four year (Nursery)</b>		
<b>Reception</b>	<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
<b>Early Learning Goals (End of reception)</b>	<b>Speaking:</b> <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<b>Comprehension:</b> <ul style="list-style-type: none"> <li>* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

## KS1 Comprehension Progression of Skills and Knowledge

	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</li> <li>understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and</li> </ul>
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<b>Year 1:</b>	<p>vocabulary provided by the teacher</p> <ul style="list-style-type: none"> <li>• understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading</li> <li>• understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events</li> <li>• understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done</li> <li>• understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to him/her, taking turns and listening to what others say</li> <li>• explain clearly his/her understanding of what is read to him/her</li> </ul>
<b>Year 2:</b>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher</li> <li>• understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading</li> <li>• understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done</li> <li>• understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions</li> <li>• understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say</li> <li>• explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself</li> </ul>
<b>KS2 Progression of Skills and Knowledge</b>	
<b>Year 3:</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</li> <li>• understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words</li> <li>• understand what he/she reads by asking questions to improve his/her understanding of a text</li> <li>• understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with</li> </ul>

	<p>evidence</p> <ul style="list-style-type: none"> <li>• understand what he/she reads by predicting what might happen from details stated</li> <li>• understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these</li> <li>• understand what he/she reads by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</li> <li>• understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context</li> <li>• understand what he/she reads by asking questions to improve his/her understanding of text with increasing complexity</li> <li>• understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</li> <li>• understand what he/she reads by predicting what might happen from details stated and implied</li> <li>• understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these</li> <li>• understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials</li> <li>• retrieve and record information from non-fiction over a wide range of subjects</li> <li>• participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</li> <li>• understand what he/she reads by asking questions to improve his/her understanding of complex texts</li> <li>• understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</li> </ul>

	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</li> <li>• maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</li> <li>• understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for his/her views</li> </ul>

***“Think big, think differently and always creatively”***

**Haverigg Primary School**