A Conceptual Model for teaching Reading Comprehension aligned with the National Curriculum

Words in red represent a KS2 testing domain

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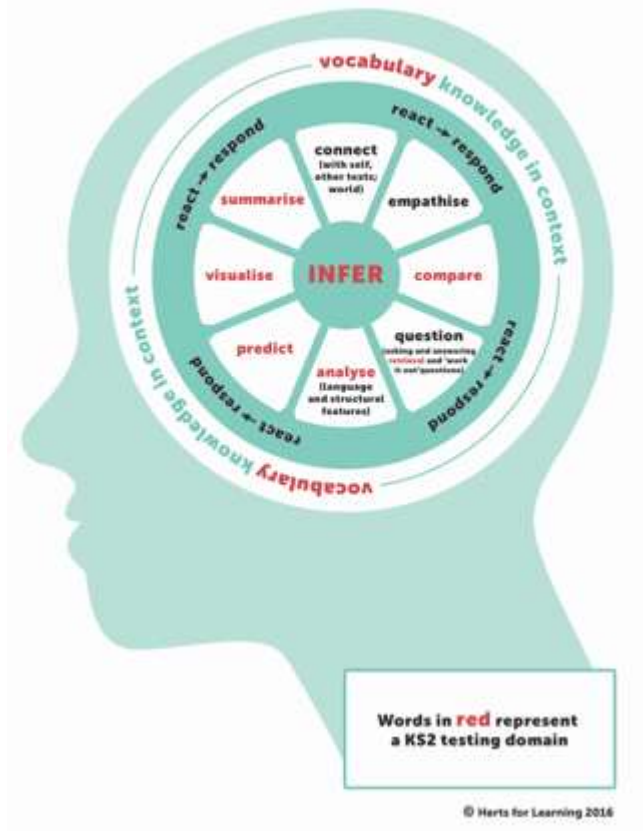
**Progression of Reading Skills and Knowledge at Battle Primary Academy**

|  | EYFS | Key Stage 1 | | Key Stage 2 | | | |
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|  | **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics and Decoding** | To say a sound for every letter of the alphabet and at least 10 digraphs. | **To apply phonic knowledge and skills as the route to decode words.** To blend sounds in unfamiliar words using GPCs that they have been taught. **To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.** To read words containing taught GPCs. **To read words containing –s, -es, -ing, -ed and –est endings.** To read words with contractions, e.g. I'm, I'll and we'll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. **To read accurately by blending the sounds in words that contain the graphemes taught so far.** To recognise alternative sounds for the graphemes. **To accurately read most words containing common suffixes.** | **To independently use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)** To apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto- to begin to read aloud. **To apply growing knowledge of root words and suffixes/word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian, to begin to read aloud.** | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. **To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.** | **To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.** To apply their growing knowledge of root words, prefixes and suffixes/word endings, including – sion, -tion, -cial, - tial, -ant, -ance, -ancy, -ent,/ -ence/-ency, -able/-ably and –ible/ibly, to read aloud fluently. | To read fluently with full knowledge of all Yr5/Yr6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |

| Fluency | To read words consistent with their phonic knowledge by sound-blending. **To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** | **To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.** To reread texts to build up fluency and confidence in word reading. | To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. **To reread these books to build up fluency and confidence in word reading.** To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. | **To read over 110 words per minute in age appropriate texts, by the end of KS2.** At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | |

## Vocabulary

| National Curriculum Statements | *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.* | *Recognising and joining in with predictable phrases. Discussing word meanings, linking new meanings to those already known.* | *Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Recognising simple recurring literary language in stories and poetry.* | *Apply their knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Using dictionaries to check the meaning of words they have read. Explaining the meaning of words in context. Discussing words and phrases that capture the readers' interest and imaginations. Identifying how language contributes to meaning. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.* | *Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet. Identifying how language contributes to meaning. Asking questions to improve their understanding. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.* |

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| • To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | • **To discuss word meaning and link new meanings to those already known.**<br>• To recognise vocabulary associated with different genres and topics. | • To discuss and clarify the meanings of words, linking new meanings to known vocabulary.<br>• **To begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them in context.**<br>• To discuss their favourite words and phrases.<br>• **To recognise simple recurring literary language in stories and poems e.g. repetition.**<br>• To learn and apply vocabulary associated with different | • **To apply growing knowledge of root words, prefixes and suffixes to understand and explain the meaning of new words in context.**<br>• To identify and generate words with similar meanings or linked to a specific focus.<br>• **To discuss authors' choice of words and phrases for effect.**<br>• To identify vocabulary that captures the readers' interest.<br>• **To begin to use dictionaries to check the meaning.**<br>• To learn and independently | • To apply growing knowledge of root words, prefixes and suffixes to understand and explain the meaning of new words in context.<br>• **To identify and generate words with similar and opposite meanings.**<br>• To learn and independently apply vocabulary associated with different genres and topics.<br>• **To discuss words and phrases that capture the readers' interest and imagination.**<br>• To identify how language, structure and presentation contribute to meaning. | • **To discuss vocabulary used by the author to create effect including figurative language.**<br>• To identify, learn and independently vocabulary associated with different genres and topics.<br>• **To identify how language, structure and presentation contribute to meaning.**<br>• To discuss and evaluate how authors use language including figurative language and consider the impact on the reader. | • To apply growing knowledge of grammar, morphology and etymology to understand the meaning of new words that are met in context.<br>• **To identify words and phrases that create a particular mood, feeling or attitude.**<br>• To identify, learn and independently vocabulary associated with different genres and topics.<br>• **To identify how language, structure and presentation contribute to meaning.**<br>• To discuss and evaluate how authors use language including |

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| | | | genres and topics. | apply vocabulary associated with different genres and topics. | | | figurative language and consider the impact on the reader. |

## Comprehension

| National Curriculum Statements | *Children 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.* | *Explain clearly their understanding of what is read to them.* *Predicting what might happen on the basis of what has been read so far.* *Discussing the significance of the title and events, making inferences on the basis of what is said and done.* *Become very familiar with key stories and retelling them.* *Explain clearly their understanding of what is read to them.* | *Making inferences on the basis of what is being said and done.* *Answering and asking questions.* *Predicting what might happen on the basis of what has been read so far.* *Becoming increasingly familiar with and retelling a wider range of stories answering and asking questions.* *Discussing the sequence of events in books and how items of information are related.* | *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.* *Predicting what might happen from details stated and implied.* *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.* *Asking questions to improve their understanding of a text.* *Increasing their familiarity with a wide range of books and retelling some of these orally.* *Asking questions to improve their understanding of a text.* *Identifying main ideas drown from more than one paragraph and summarising these.* *Retrieve and record information from non-fiction.* | | *Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.* *Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.* *Predicting what might happen next from details stated and implied.* *Distinguish between statements of fact and opinion.* *Provide reasoned justifications for views.* *Summarising the main ideas drawn from more than one paragraph.* *Identifying key details to support the main ideas.* *Retrieve, record and present information from non-fiction.* | |
| 'Find it' questions (retrieval) | • To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole | • **To answer simple questions about characters, settings and key events in a story.** | • To answer simple questions about characters, settings and key events in a story. • **To answer 'find it' questions about key** | • **To find and select the word/s in a section of text to answer find it questions.** | • To find and select the word/s in a section of text to answer find it questions from different sections of unknown texts. | • **To find and select words and phrases from across a whole text to answer find it questions.** • To retrieve and record information, producing a set of notes to | • To find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions. • **To make notes for presentations** |

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| | class discussions. | | **information in a non-fiction text.** | | | support presentations.<br><br>• **To distinguish between fact, opinion and fiction.** | **for different audiences.**<br><br>• To distinguish between fact, opinion and fiction. |
| **Summarise** | • **To make comments about what has been heard.** | • To identify and discuss the names of characters in stories. | • **To explain and discuss the key information from what is seen or read.** | • To summarise orally and in writing the main points from a paragraph using a wider range of prompts. | • **To summarise orally and in writing the main points from several paragraphs or sections of a text.** | • To identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this. | • **To identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this.**<br><br>• To summarise the themes or viewpoints for different texts. |
| **Predict** | • To use own experiences to think what might happen next. | • **To predict whether a book will be narrative or non-fiction based upon the cover and title.**<br><br>• To predict what might happen based on what has been read so far. | • To make predictions prior to reading based upon the title, cover and skim reading of illustrations.<br><br>• **To make predictions based upon events in the text so far.**<br><br>• To make predictions | • **To make predictions prior to reading based upon the title, cover and evidence from the text.**<br><br>• To make predictions based upon events and actions of characters so far in a story. | • To make predictions prior to reading about the likely type of character or events in a story based upon the front cover, title, knowledge of the author and different genres of writing. | • **To make predictions about characters based upon reading so far – identifying range of evidence within and beyond the text to support opinion.**<br><br>• To categorise predictions as | • To make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author.<br><br>• **To make predictions** |

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| | | | using experience of reading books based on other familiar texts. | • **To make predictions drawing upon knowledge from other texts.**<br>• To make predictions based upon background knowledge of the topic. | • **To make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text.**<br>• To make predictions drawing upon knowledge from other texts. | likely/unlikely based upon what has been read so far. | **using evidence stated and implied.** |
| **'Have a think' questions (Inference)** | • To comment on characters' feelings based on images and pictures. | • **To make links to personal experiences.**<br>• To make inferences about character types based on actions.<br>• **To explain what is read to them.** | • To draw upon personal experiences when commenting on a text.<br>• **To draw upon knowledge of the topic outside of the book including other similar books.**<br>• To make simple inferences about character feelings based upon their | • **To justify inferences with evidence.**<br>• To infer characters' feelings, thoughts and motives.<br>• **To ask and answer inference relevant questions about a story or non-fiction text which begins to develop characters'** | • To justify inferences with evidence from within the text and experiences and/or reading beyond the text.<br>• **To infer characters' feelings, thoughts and motives from their actions at different points in a story.**<br>• To ask and answer relevant inference questions about a story or non- | • **To justify inferences using supporting evidence.**<br>• **To infer and explain how a character's thoughts, feelings or motives have changed over the course of the text.**<br>• To identify statements of fact and opinion.<br>• **To ask and answer** | • To discuss how characters change and develop through texts by drawing on inferences based on indirect clues.<br>• **To infer and compare different characters' thoughts, feelings and motives at the same points in a story.**<br>• To distinguish between |

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| | | | actions and speech.<br>• **To ask and answer simple relevant inference questions about a story or simple non-fiction text.** | **feelings and actions.** | fiction text which begins to develop characters' feelings, actions and motives. | **relevant inference questions for a range of fiction and non-fiction texts.** | statements of fact and opinion using evidence to justify.<br>• **To ask find it and inference questions which explore the detail of a text or which require comparison across the text.** |
| **Compare** | | • To understand the difference between fiction and non-fiction. | • **To read non-fiction books which are structured in different ways.**<br>• To identify and describe some differences between fiction and non-fictions books.<br>• **To compare and contrast two or more versions of the same story.** | • To compare and contrast features of stories read e.g. characters, settings, openings, endings.<br>• **To compare and contrast two or more versions of the same story. E.g. comparing a play script of a story to the narrative.** | • **To compare and contrast character development in a play to characterisation in stories or narrative poetry.**<br>• **To compare and contrast information from different sources about the same topic, identifying similarities in content and structure.**<br>• To compare and contrast the themes, settings | • To identify, compare and contrast the features of a range of different forms of: poetry, non-fiction, fiction.<br>• **To compare and contrast purpose and viewpoint and evaluate the usefulness of each source.**<br>• To begin to compare and contrast authors' styles. | • **To identify, compare and contrast the features of a range of fiction genres e.g fiction genres, contemporary versus traditional, including poetry.**<br>• To compare information, ideas, values and attitudes represented within and across texts.<br>• **To compare and contrast authors' style,** |

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| **Connect** | • To talk about what happens and why these things occur. | • **To link reading to personal experiences.**<br>• To talk about what happens in stories and why these things occur. | • To discuss the sequence of events in stories.<br>• **To discuss how items of information are related in a book.**<br>• To make links between current and prior reading.<br>• To begin to describe cause and effect e.g. the effect a character's actions have on other characters. | • **To identify and compare themes of fictional stories.**<br>• To identify the cause of an event. | • To identify and compare themes in a wider range of fiction and non-fiction.<br>• **To justify inferences with evidence from within the text and experiences and/or reading beyond the text.**<br>• To infer and comment on a range of possible effects of a specific event. | • **To compare how a common theme is presented in a range of texts.**<br>• To identify which causes are most/least likely based upon evidence in the text and beyond. | • To compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories.<br>• **To explain the relationship between characters, plot, setting, point of view and theme.**<br>• To evaluate the impact of different causes and effects on people and places. |
| **Analyse** | | | | • **To discuss words and phrases that capture the readers' interest and imagination.**<br>• To identify how language, structure and | • To discuss vocabulary used to capture readers' interest and imagination. | • **To identify how language, structure and presentation contribute to meaning.**<br>• To discuss and evaluate how authors use language, | • To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical |

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| | | | | presentation contribute to meaning.<br>• **To discuss authors' choice of words and phrases for effect.**<br>• To identify vocabulary that captures the readers' interest. | | including figurative language and consider the impact on the reader. | terminology such as metaphor, simile, analogy, imagery, style and effect.<br>• **To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.** |
| **Visualise** | • To visualise what has been read by acting out. | • To visualise what has been read by drawing or acting out. | • **To use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events** | • To re-present information gathered from a text as a picture or graphic, labelling it with material from the text. | • **To 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** | • 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. | • **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.** |
| **Empathise** | • To represent their own thoughts and feelings through | • **To explore characters' feelings through roleplay and drama.** | • To explore characters' actions and feelings. | • **To explore characters' actions and feelings.** | • To explore characters' actions, feelings and thoughts. | • **To explore contrasting characters' feelings, thoughts,** | • To compare contrasting characters' feelings, thoughts, |

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| | events in stories. | | | | | **actions and motives.** | actions and motives.<br>• **To understand characters' changing feelings, thoughts and actions in relation to events in a story.** |
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| **Poetry and performance** | • To listen and join in with poems and rhymes. | • **To recite simple poems by heart** | • To continue to build up a repertoire of poems learnt by heart.<br>• **To recite poems** with appropriate intonation. | • **To prepare and perform poems.**<br>• To use appropriate intonation and volume when reading aloud.<br>• **To begin to recognise different forms of poetry.** | • To recognise and discuss some different forms of poetry (e.g. free verse or narrative).<br>• **To prepare and perform poems with appropriate techniques.** | • **To learn a wider range of poetry by heart.**<br>• To use intonation, tone, volume and actions when performing out loud. | • To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |

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| **Features of different text types** | • To recognise characters in traditional tales. | • To recognise typical characters and settings of fairy stories and traditional tales.<br>• **To understand the difference between fiction and non-fiction.**<br>• To begin to describe the overall structure of a story. | • To recognise and describe typical features, similarities and differences between fiction and non-fiction.<br>• To describe the structure of a story. | • **To compare and contrast features of stories read.**<br>• **To understand the structure and features of non-fiction texts.** | • To recognise and describe features of some fiction and non-fiction genres. | • **To identify, compare and contrast the features of a range of non-fiction and fiction genres.** | • To identify, compare and contrast the features of a range of fiction and non-fiction genres.<br>• To explain differences between text types. |
| **Discussing and debating** | • To look at someone who is speaking to them.<br>• **To take turns to speak when working in a group.** | • **To participate in discussion about what is read to them – at a level beyond that at which they can read independently.**<br>• To take turns and listen to what others say. | • To listen to, discuss and express views about a wide range of material that is read to them – at a level beyond that at which they can read independently.<br>• **To participate in discussion about books, poems and other works that they can** | • **To discuss a range of fiction, poetry, plays, non-fiction and reference books that they have read themselves and which have been read to them.**<br>• To take turns, listen to what others say.<br>• **To discuss specific events, characters or** | • To discuss a range of fiction, poetry, plays, non-fiction and reference books that they have read themselves and which have been read to them.<br>• **To take turns, listen to what others say and ask follow up questions to contributions made by others.** | • **To participate in discussions about books, building on their own and others' ideas.**<br>• To ask questions to clarify others' opinions.<br>• **To explain and discuss their understanding of what they have read.**<br>• To provide reasoned justifications for their views. | • To participate in discussions about books, building on their own and others' ideas.<br>• **To challenge views courteously.**<br>• To explain and discuss understanding of what has been read through formal debates.<br>• **To provide reasoned justifications** |

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| | | | **read for themselves.**<br>• To take turns and listen to what other say.<br>• **To explain their understanding of books, poems and other materials that they have read and which have been read to them**. | **sections of a text.** | • To identify and discuss the purpose of a text and the intended impact on the reader. | | **and a wider range of evidence to support views.** |