

**English Progression Framework: Reading Comprehension**

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of reading	<b>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 they can read independently</b>	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</b>	<b>Develop positive attitudes to reading and an understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>		<b>Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>	
	Pupils can listen attentively to the above texts and make a comment related to the text.	Pupils can listen attentively to the above texts and express their views relating to the text.	Using our RPS Bespoke Books, pupils listen attentively and participate in discussion about a range of texts expressing their views and preferences	Using our RPS Bespoke Books, pupils listen attentively and participate in discussion about a range of texts, justifying their views with reference to the text	Using our RPS Bespoke Books, pupils listen attentively and participate in discussion about a widening range of texts, expressing and justifying views and preferences with reference to the text drawing on and comparing and contrasting examples	Using our RPS Bespoke Books, pupils listen attentively and participate in discussion about a widening range of longer and more challenging texts, including whole books they have read for themselves. They can express views and preferences about authors, poets and genres justifying with reference to the text, drawing on and comparing and contrasting examples.
	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</b>					
	Pupils identify basic similarities and differences between their own experiences and that of story characters. They can demonstrate understanding through talk or role-play					
			<b>Develop positive attitudes to reading and an understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</b>		<b>Maintain positive attitudes to reading and an understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</b>	
			Pupils can independently read a range of books from different genres showing some understanding of their purpose, e.g. novels, poems and reference books	Pupils can use, select and read a range of books that are structured in different ways for the appropriate purpose e.g. following a series of books by the same writer, specialist books for advice	Pupils can use, select and read a range of books that are structured differently, with independence, for a range of purposes e.g. manga and graphic novels, comedy history series	Pupils can use, select and read a range of books that are structured differently, with independence, for a range of purposes, e.g. first person historical accounts, historical fiction, spy series and narratives set in alternative worlds
					<b>Maintain positive attitudes to reading and an understanding of what they read by: making comparisons within and across books</b>	
					Pupils can independently make comparisons within and between books comparing characters, considering viewpoints of authors and fictional characters e.g. Roald Dahl themes, Diary of a Wimpy Kid	Pupils can make comparisons between books and versions of the same texts giving examples to support their opinions, e.g. James and the Giant peach and Harry Potter and fractured fairy tales
Familiarity of texts	<b>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</b>	<b>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</b>	<b>Develop positive attitudes to reading and an understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</b>		<b>Maintain positive attitudes to reading and an understanding of what they read 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</b>	
	Pupils can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales retelling them in order and identifying some characteristics, e.g. what typically happens to good and bad characters	Pupils can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales	Pupils can independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally	Pupils can accurately retell a range of fairy stories and myths and legends providing detail which is interesting and appropriate, including phrases taken straight from the text	Pupils are increasingly familiar with a wide range of books, identifying some genres, including: fantasy, adventure, comedy and science fiction	Pupils are familiar with a wide of age-appropriate books and can independently identify, name and describe some genres, e.g. espionage (spy stories), magical words and comedy
	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases</b>	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry</b>	<b>Develop positive attitudes to reading and an understanding of what they read by: identifying and discussing theme and conventions in a wide range of books</b>		<b>Maintain positive attitudes to reading and an understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</b>	

	Pupils identify predictable phrases in a text and enjoys saying them aloud with the class, e.g. identifies and says: I'll huff and I'll puff	Pupils can recognise simple recurring literary language in stories and poetry, e.g. fill in missing words when joining in with the reading of a text	Pupils can identify and discuss themes and conventions in a wide range of age-appropriate texts e.g. triumph of good over evil and the use of magical devices in fairy stories. In non-fiction, pupils can identify presentational devices, e.g. headings	Pupils can identify and discuss many themes and conventions in a wide range of age-appropriate texts e.g. use of headings and subheadings in non-fiction and themes in fiction, e.g. bullying	Pupils can identify and discuss many themes and conventions in a wide range of age-appropriate texts e.g. heroism or loss, pupils learn the features of different types of writing, e.g. first person pronouns in an autobiography	Pupils can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts, e.g. isolation flashback in a narrative	
Poetry and performance	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart</b>	<b>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</b>	<b>Develop positive attitudes to reading and an understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</b>		<b>Maintain positive attitudes to reading and an understanding of what they read by: learning a wider range of poetry by heart</b>		
	Pupils demonstrate enthusiasm for listening and responding to rhymes and poems, e.g. commenting on rhymes, word choice, humour and favourite poems, joins in and some reciting by heart	Pupils have a repertoire of poems (approximately ten) and can recite some with intonation to make the meaning clear	Pupils can independently read aloud and perform poems and play-scripts showing their understanding of intonation, tone, volume and action. Pupils can re-read, rehearse and perform to show some understanding of the meaning of these texts.	Pupils can perform poems and play-scripts using intonation, tone and volume. Pupils can use drama to aid understanding and interpretation.	Pupils can learn by heart a wide range of age-appropriate poems	Pupils can select and learn by heart an increasing wide range of age-appropriate poems	
						<b>Maintain positive attitudes to reading and an understanding of what they read 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</b>	
					Pupils can prepare and read aloud poems and play-scripts showing their understanding of intonation, tone, volume so that the meaning is obvious to the audience	Pupils can prepare, read aloud and perform age-appropriate play-scripts and poems showing understanding of intonation, tone, volume, so as to gain and maintain the attention of an audience	
			<b>Develop positive attitudes to reading and an understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry]</b>				
			Pupils can identify and name some different forms of poetry, e.g. free verse or narrative poetry	Pupils can confidently identify and name some different forms of poetry and describe their features, e.g. ballads and limericks			
Word meanings	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known</b>	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</b>	<b>Develop positive attitudes to reading and an understanding of what they read by: using dictionaries to check the meaning of words that they have read</b>				
	Pupils can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link that they have noticed, e.g. pupils read tooth and brush as a compound word but use the root word to deduce meaning	Pupils can discuss and clarify meanings of words linking new meaning to known vocabulary, e.g. compound words and knowledge prefixes and suffixes, e.g. blackberry (compound) and invisible (prefix)	Pupils can usually use a dictionary to check the meaning of words that they have read, e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult	Pupils can independently use a dictionary to check the meaning of words encountered in reading			
Understanding	<b>Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</b>	<b>Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</b>	<b>Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</b>		<b>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</b>		
	Pupils can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information, e.g. pupils ask, 'Why do bees like flowers?' 'How long do worms grow?'	Pupils can demonstrate their understanding by drawing unprompted on what they already know or background information and vocabulary provided by the teacher	Pupils can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context, e.g. foul (filthy) and foul (in sport) or foul play (in crime)	Pupils almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, e.g. lunchtime monitor, computer monitor and monitor the temperature	Pupils can usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context, e.g. attendance register, cash register, noticing something e.g. he registered that his book had been moved, a register of communication.	Pupils monitor reading of age-appropriate texts for sense and self-correct when they misread and explore how a known word can have different meanings in a new context, e.g. identifying a word from their reading and giving alternative meanings for it, e.g. dissolve solution in science, he dissolved in tears, Parliament was dissolved and there was no solution to the problem	

	<b>Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading</b>	<b>Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading making inferences</b>	<b>Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text</b>		<b>Understand what they read by: asking questions to improve their understanding</b>	
	Pupils can usually check that the text makes sense to them as they read and go back to self-correct inaccurate reading, e.g. the pupil reads: The fairy-godmother <b>wanted</b> her magic wand and the pumpkin changed into a coach and then can self-correct <b>wanted</b> to <b>waved</b>	Pupils can monitor their reading checking that words they have decoded make sense and fit in with what they have already read and self-correct, e.g. the pupil reads: Hansel let the crumbs drop from his hand to make a <b>tail</b> and then self-corrects to <b>'trail'</b>	Pupils can usually ask themselves questions to improve their understanding when independently reading age-appropriate texts, e.g. I wonder how...	Pupils can almost always ask themselves questions to improve their understanding when independently reading age-appropriate texts, e.g. I wonder if....	Pupils ask themselves questions to improve their understanding when independently reading age-appropriate texts, e.g. I wonder why.... and then being able to answer the question themselves using the text	Pupils always ask themselves questions to improve their understanding when independently reading age-appropriate texts, e.g. I wonder.....
		<b>Discussing the sequence of events in books and how items of information are related</b>	<b>Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than 1 paragraph and summarising these</b>		<b>Understand what they read by: summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</b>	
		Pupils can usually discuss the order of events in books and explain how items of information are related	Pupil can, when reading an age-appropriate book, independently identify the main ideas in paragraphs and can usually summarise, including <b>some</b> of the main ideas in <b>one or two sentences</b> using key vocabulary from the text	Pupil can, when reading an age-appropriate book, independently identify the main ideas in paragraphs and can usually summarise, including <b>most</b> of the main ideas in <b>one or two sentences</b> using key vocabulary from the text	Pupil can, when reading an age-appropriate book, independently identify the main ideas in paragraphs and can usually summarise, including <b>most</b> of the main ideas in a <b>series of sentences</b> using their own words and key vocabulary from the text	Pupil can, when reading an age-appropriate book, independently identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.
Inference	<b>Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done</b>		<b>Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b>		<b>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b>	
	Pupils can ask and answer how and why questions about what they have read, e.g. why do bees like flowers? Pupils can find pages in a non-fiction book to answer their own questions	Pupils can draw inferences based on what is being said and done, e.g. Alfie offers to pay for Sophie's riding lessons so he must be kind	Pupils can draw inferences from their independent reading of age-appropriate texts, beginning to support with reference to the text, although this may not always be accurate, e.g. Sophie hates it when Tom fools around as she thinks it isn't useful. She punishes him in a way that she knows he would not like in attempt to change his behaviour.	Pupils can draw inferences from their independent reading of age-appropriate texts, often correctly supported by reference to the text, e.g. Dad turns Fudge upside down and threatens to do more than whack him on the back but he is not being cruel. I think he is a good dad because he carries the baby and goes for ice cream showing that he wants to spend time with his family doing things they like.	Pupils can draw inferences from their independent reading of age-appropriate texts and explain their thinking using the text to support their opinions, e.g. Mr Jones does not seem to believe Ginger and wants to get her into trouble. He asks silly questions and winks at the children in the playground who are laughing at Ginger. Teachers should not do this because it is childish.	Pupils can draw inferences from their independent reading of age-appropriate texts and explain their thinking routinely using the text to support their opinions, e.g. Mr Pendant sits in a circle and asks the boys about their future. He seems to really care for them because he will not let Joe laugh at the idea of Sam being an animal trainer. He talks to the boys with respect and expects them to respect each other.
	<b>Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events</b>	<b>Understand both the books they can already read accurately and fluently and those they listen to by: answering and asking questions</b>				
	Pupils can discuss the link between events and the text title, e.g. 'We Are Going on a Bear Hunt' it is a good title because the children looked and looked for bears and when you hunt, you look everywhere.	Pupils can usually modify their inferences by answering and asking questions, e.g. why might Alfie have offered to pay for Sophie's riding lessons?				
Prediction	<b>Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far</b>		<b>Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied</b>			
	Pupils can usually predict what might happen with responses linked closely to the story characters and plot read so far, Mr Grumpy is telling everyone to behave themselves but I think that some of them won't be able to be good all of the time.	Pupils can usually predict what might happen with responses linked closely to the story characters, plot and language read so far, e.g. I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her.	Pupils can usually 'read between the lines' when independently reading an <b>age-appropriate text</b> and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.			
Discussing reading	<b>Participate in discussion about what is read to them, taking turns and listening to what others say</b>	<b>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</b>	<b>Understand what they read, in books they can read independently, by: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</b>		<b>Maintain positive attitudes to reading and an understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices</b>	

	Pupils can contribute ideas and thoughts to discussion, remember significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support, e.g. some simple comments about preferences with reasons.	Pupils can contribute ideas and thoughts to discussion, remember significant events/key information and usually follows the agreed rules for effective discussion without support when working in larger groups, e.g. comment on preferences and offer plausible reasons for these.	Pupils can usually discuss their reading of age-appropriate texts in groups and whole class following agreed class rules for group talk (turn taking and listening), e.g. in 3x reading sessions, build on what others say and challenge others courteously	Pupils can usually discuss their reading of age-appropriate texts in groups and whole class following agreed class rules for group talk (turn taking and listening), e.g. is able to take on specific roles within a group discussion, note-taking and encouraging all children to participate	Pupils can usually share their opinions about age-appropriate books that they have read independently and usually make appropriate recommendations to their peers, e.g. there are many books by David Walliams and I have read three of them. I think children would enjoy them as they are a little bit rude	Pupils can usually share their opinions about age-appropriate books that they have read independently and usually make appropriate recommendations to their peers giving reasons for their choice, e.g. I would recommend Harry Potter to my year group because great films go alongside the books and we really enjoyed exploring how episodes have been adapted for film and discussing which we preferred
	<b>Explain clearly their understanding of what is read to them.</b>	<b>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b>			<b>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</b>	
	Pupils can express views about events or characters in a story and explain clearly their understanding of what is read to them	Pupils can explain and discuss their understanding of what has been read, acted out or listened to			Pupils can usually take part in discussions about age-appropriate books they have read or had read to them taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged (justifying opinions with evidence from the text)	Pupils can usually take part in discussions about age-appropriate books they have read or had read to them taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged suggesting alternative interpretations and being open to those suggested by others
					<b>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary and provide reasoned justifications for their views</b>	
					Pupils can explain and discuss their understanding of what they have read through formal presentations and debates. Pupils can provide evidence for their views (using what they know about the author and their style of writing/experiences)	Pupils can give thorough explanations of their points and prepare responses to likely conflicting opinions. Pupil justify views usually offering coherent evidence to support them
<b>Authorial Intent</b>		<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing their favourite words and phrases</b>	<b>Develop positive attitudes to reading and an understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination</b>		<b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b>	
		Pupils can discuss their favourite words and phrases and give reasons for their choice, e.g I like the word magical because the stories might have spells and wizards in it	Pupils can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, e.g. I love the names of the games they play like wobble and sneedball, it makes me want to join in	Pupils can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader, e.g I like the way Peter tells Mrs Smith that 'small ones' (referring to chn) are sweeter because he is being really cheeky and it makes me laugh	Pupils can usually identify language including figurative language in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader, e.g. I like the way the author uses animal based images like ginger having a fur ball of anxiety in her guts when she is in trouble at school	Pupils can almost always identify language including figurative language in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader, e.g. The author says Stanley's water canteen banged against his chest when running, reminding him every time it hit him that it was empty, empty, empty. The author repeats the word 'empty' to echo the thumping of the canteen.
			<b>Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning</b>	<b>Understand what they read, in books they can read independently, by identifying how language, structure and presentation contribute to meaning</b>	<b>Understand what they read, in books they can read independently, by identifying how language, structure and presentation contribute to meaning</b>	
			Pupils can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text, e.g. recognises the shapes letters, poems and instructions make on the page, know how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in non-fiction text and uses them to extract more meaning	Pupils can identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text, e.g. recognises the shape a letter makes on the page, recognises the range of salutations and sign-off phrases for letters and knows which belongs to a friendly letter and which to a formal; recognises bar graphs and maps in non-fiction and can extract information from them	Pupils can identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and demonstrates their understanding of how these help the reader draw meaning from the text, e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions used between them, like: whereas, consequently, furthermore; uses top tip, did you know, fact panels and can integrate meaning drawn from these from the main text	Pupils can identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and demonstrates their understanding of how these help the reader draw meaning from the text, e.g. recognises the shape that a range of poetic forms make on the page: ballads, sonnets, haiku; recognises nuances of meaning between similar words such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as: pie charts, Venn diagrams, maps with keys, cross-sectional diagrams

		<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways</b>	<b>Develop positive attitudes to reading and an understanding of what they read by: retrieve and record information from non-fiction</b>		<b>Retrieve, record and present information from non-fiction</b>	
<b>Non-fiction</b>		Pupils can explain how non-fiction books are used, they can independently identify key features and use these to help them find information, e.g. facts, photographs, diagrams, labels, index, heading	Pupils can usually identify questions beforehand and use the specific features of age-appropriate texts to answer them. Usually records information in a form that can easily be retrieved, e.g. uses a KWL grid	Pupils can identify questions beforehand and use the specific features of age-appropriate texts to answer them. Usually records information in a form that can be easily retrieved, e.g. is making their own notes for a non-fiction source to answer questions devised earlier	Pupils can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts to answer them. Usually records information in a form that can easily be retrieved, e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use	Pupils can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts to answer them. Usually records information in a form that can easily be retrieved. Usually presents information in ways that are coherent and useful to themselves and others
					<b>Distinguish between statements of fact and opinion</b>	
					Pupils can distinguish between fact and opinion, e.g. is able to identify that some statements are not backed with evidence and some are	Pupils can distinguish between fact and opinion, e.g. is able to identify that some statements are not backed with evidence and some are