



Reading Progression Map= Comprehension

COMPREHENSION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>By the end of EYFS, a child at the expected level of development should:</p> <ul style="list-style-type: none"> ♣ 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. 	<ul style="list-style-type: none"> ♣ Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> ♣ Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ 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 	<ul style="list-style-type: none"> ♣ Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction 	<ul style="list-style-type: none"> ♣ Understand what they read by: <ul style="list-style-type: none"> ♣ 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 inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning 		