

St Benedict's Catholic Primary School

Progress in Skills: English - comprehension



With Jesus, we learn,
love and laugh

ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop pleasure in reading, motivation to read, and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they read by:	
	Listening to and discussing a wide range of poems, stories and non-fiction at level beyond that at which they can read independently.	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 they can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to link what they read or hear read to their own experiences.					
		Discussing the sequence of events in books and how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes .		Reading books that are structured in different ways and reading for a range of purposes .	
			Using dictionaries to check the meaning of words that they have read.			
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		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.	

					Recommending books that they have read to their peers, giving reasons for their choices.
		Recognising and joining in with predictable phrases .	Recognising simple recurring literary language in stories and poems.		
			Discussing their favourite words and phrases.	Discussing words and phrases that capture the reader's interest and imagination.	
				Identifying themes and conventions in a wider range of books.	Identifying and discussing themes and conventions in and across a wide range of writing.
					Making comparisons within and across books.
				Recognising some different forms of poetry (e.g. free verse, narrative poetry).	
		Learning to appreciate rhymes and poems , and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.	Learning a wider range of poetry by heart. 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.
			Being introduced to non-fiction books that are structured in different ways.		
		Discussing words meanings , linking new meanings to those already known.	Discussing and clarifying the meaning of words , linking new meanings to known vocabulary.		

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ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Read and understand simple sentences.</p> <p>Demonstrate understanding when talking to others about what they have read.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>		<p>Understand what they read, in books they can read independently, by:</p>		<p>Understand what they read by:</p>	
	<p>Drawing on what they already know or on background information and vocab provided by the teacher.</p>	<p>Drawing on what they already know or on background information and vocab provided by the teacher.</p>				
	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p>		<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	
	<p>Making inferences on the basis of what is being said and done.</p>	<p>Making inferences on the basis of what is being said and done.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	
	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Predicting what might happen from details stated and implied.</p>		<p>Predicting what might happen from details stated and implied.</p>	
		<p>Answering and asking questions.</p>	<p>Asking questions to improve their understanding of the text.</p>		<p>Asking questions to improve their understanding.</p>	
					<p>Provide reasoned justifications for their views.</p>	
					<p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p>	
			<p>Identifying main ideas drawn from more than one paragraph and summarise these.</p>		<p>Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.</p>	

				Identifying how language, structure and presentation contribute to meaning.	Identifying how language, structure and presentation contribute to meaning.
				Retrieve and record information from non-fiction.	Retrieve, record and present information from non-fiction .
					Distinguish between statements of fact and opinion .
		Participate in discussion about what is read to them, taking turns and listening to what others say.	Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.
		Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		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.