

Maltese Road Primary School Progression of Skills

Reading Comprehension

	Answering Questions
Year 1	☐ Discuss the title and talk about the events in a story ☐ Identify the main characters and say what they are like ☐ Answer questions after the end of the story
Year 2	• Retrieve information from the text to answer questions
Year 3	• Answer questions by referring back to the text
Year 4	• Answer questions giving evidence from the text in their response
Year 5	• Answer questions drawing on information from several places in the text
Year 6	• Answer a range of question types on single and multiple texts
	Clarifying
Year 1	• Check that the text makes sense as they read and re-read if necessary
Year 2	• Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words
Year 3	• Check that they understand the text they are reading and explain the meaning of words in context
Year 4	• Ask questions to improve their understanding of a text
Year 5	• Check that the text makes sense to them and discuss their understanding
Year 6	• Check that the text makes sense to them and use questioning and discussion to further their understanding
	Imagining
Year 1	• Use imagination to re-enact stories in a variety of ways
Year 2	• Respond imaginatively to what they have read or listened to e.g. drama, drawing, music
Year 3	• Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described

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Year 4	• Empathise with characters and their situations
Year 5	• Use imagination and empathy to explore a text beyond the page
Year 6	• Empathise with emotions in deeper texts
 Inferring	
Year 1	• Make simple inferences about characters from what they say and do
Year 2	• Use inference to draw simple conclusions about characters, settings and events
Year 3	• Use textual details to draw conclusions about characters, settings and events
Year 4	• Use textual details and examples to support inferences and explanations about a text's meaning
Year 5	• Use evidence to both support and challenge conclusions drawn within and from a text
Year 6	• Revise conclusions based on new evidence in the text • Develop explanations of inferred meanings
 Linking	
Year 1	• Develop understanding by linking reading to prior knowledge and/or background information
Year 2	• Develop understanding by linking reading to prior knowledge and/or background information
Year 3	• Develop understanding by linking reading to other books or similar contexts
Year 4	• Make connections between texts in terms of plot, similar characters, same author etc.
Year 5	• Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location
Year 6	• Explain in detail how the contexts in which texts are written contribute to meaning

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	Predicting	
Year 1	Predict the next part of a story	
Year 2	Predict what may happen based on previous events	
Year 3	Predict what may happen and explain using detail from the text	
Year 4	Predict what may happen and explain using stated and implied detail from the text	
Year 5	Predict what may happen using stated and implied details and a wider personal understanding of the world	
Year 6	Refine and verify predictions in discussion with others	
	Summarising	
Year 1	Recall the main events in a story	
Year 2	Identify the main point in a section or page	
Year 3	Identify the key points in a text	
Year 4	Summarise a text using the key points	
Year 5	Summarise using an appropriate amount of detail as evidence	
Year 6	Summarise the key points in a more complex text, using their own words to establish clear meaning	
	Understanding Purpose and Viewpoint	
Year 1	No objectives	
Year 2	No objectives	

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Year 3	Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.
Year 4	- Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text - Recognise the viewpoint of the author - Distinguish between fact and opinion when discussing viewpoint
Year 5	- Recognise that different parts of the text may have different purposes - Comment on a writer's purpose and viewpoint e.g. noting bias - Identify, describe and compare writers' themes across a range of texts
Year 6	- Compare differing purposes and viewpoints in texts on similar topics - Explain purpose and viewpoint with reference to evidence in the text - Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created
	Understanding Text Organisation
Year 1	- Recognise and understand the terms title, author, illustrator and illustration - Identify some simple structural features in a text - Understand that text, illustration and other features combine to give meaning
Year 2	- Use the layout to identify the type of book - Recognise and discuss features of different texts - Begin to recognise chronology or sequence in a text
Year 3	- Explain the basic structures inherent in different text types (fiction and non-fiction) - Explain the purpose of structural features
Year 4	- Identify how the layout in book and screen-based texts aids the reader - Identify instances where structure and layout contribute to meaning
Year 5	- Identify a point in the text where the author has made a structural choice and consider the reasoning behind it - Explain some choices an author has made in structuring and organising their text
Year 6	- Explain the series of choices an author has made in structuring and organising their text - Explain how an author uses text structure and organisation to manipulate the reader
	Understanding Writers' Use of Language
Year 1	Recognise recurring story language

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Year 2	• Recognise recurring language in stories and poetry • Discuss which words and phrases are effective
Year 3	☐ Select and explain favourite vocabulary choices ☐ Identify basic language features inherent in different text types (fiction and non-fiction) ☐ Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation
Year 4	• Discuss language which has captured their interest • Select and discuss effective words and phrases e.g. figurative language • Engage in a discussion on an author's use of language
Year 5	• Discuss and evaluate how authors use language and the impact on the reader • Explain why an author has used figurative language and the effect this has • Identify how the choice of language contributes to meaning
Year 6	☐ Identify formality in texts and the use of standard and non-standard English ☐ Describe and evaluate the choices an author has made in their use of language ☐ Explain how an author has used language to manipulate the reader

All objectives derived from the National Curriculum are typed in **black**.

Additional objectives are in **purple**. These identify gaps from the National Curriculum or provide smaller learning steps based on the broader objectives and therefore a more detailed progression.