

English – Reading Ladder of Progression – Comprehension

EYFS Comprehension ELG	Year 1	Year 2	Year 3/4	Year 5/6
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop positive attitudes to reading, and an understanding of what they read, by:	Maintain positive attitudes to reading and an understanding of what they read 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	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 to their own experiences	discussing the sequence of events in books and how items of information are related	identifying themes and conventions in a wide range of books	identifying and discussing themes and conventions in and across a wide range of writing
demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	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 and legends, and retelling 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
		being introduced to non-fiction books that are structured in different ways	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
	recognising and joining in with predictable phrases	recognising simple recurring literary language in stories and poetry discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination	
	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	using dictionaries to check the meaning of words that they have read	

	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 to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry]	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
				recommending books that they have read to their peers, giving reasons for their choices making comparisons within and across books
	understand both the books they can already read accurately and fluently and those they listen to by:	understand both the books that they can already read accurately and fluently and those that they listen to by:	understand what they read, in books they can read independently, by:	understand what they read by:
	drawing on what they already know or on background information and vocabulary provided by the teacher	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	checking that the text makes sense to them as they read, and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	discussing the significance of the title and events	answering and asking questions	asking questions to improve their understanding of a text	asking questions to improve their understanding
	making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

anticipate – where appropriate – key events in stories	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these	predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
			identifying how language, structure, and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning
use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	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 works 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 they can read for themselves, taking turns and listening to what others say	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
	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 provide reasoned justifications for their views
				discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
			retrieve and record information from non-fiction	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction