Reading – Reading Comprehension
Understanding what they read

Year Group	Key Skills

Nursery
 	
(please also refer to the Little Wandle Phonics Scheme)
	Understand the five key concepts about print:
	    • print has meaning
	    • print can have different purposes
	    • we read English text from left to right and from top to bottom
	    • the names of the different parts of a book
	    • page sequencing
	Engage in extended conversations about stories, learning new vocabulary.

Reception (please also refer to the Little Wandle Phonics Scheme)	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Y1 (please also refer to the Little Wandle Phonics Scheme)	Understand both the books they can already read accurately and fluently and those they listen to by: • with support can draw on what they already know or on background information and vocabulary provided by the teacher • beginning to check that the text makes sense to them as they read and correcting inaccurate reading • reading with some appropriate expression • with support responding to open questions and prompts e.g. tell me about… • asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. What if a tiger came to my house? Why did the tiger drink all of the milk? • using tentative language to speculate on possibilities raised by the text e.g. Maybe he likes farms. That is why he is called Farmer Duck. I think Farmer Duck must be very tired • making connections with what they read or hear to own experiences e.g. 'I like going to the beach too' • beginning to make inferences on the basis of what is being said and done • with support recognising different thoughts/feelings of main characters within a text • recognise different settings within a text • with support, predicting what might happen on the basis of what has been read so far • with support, making predictions about how a character might behave • beginning to discuss settings and what they indicate about the story • recalling main events/ideas from a text • re-reading to find specific information
Y2 (please also refer to the Little Wandle Phonics Scheme)	Understand both the books they can already read accurately and fluently and those they listen to by: • beginning to draw 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 • reading with appropriate expression and phrasing • responding to open questions and prompts e.g. tell me about… • asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. Would I give away all of my nice clothes if I'd only just got them? Who was helped most by the giant? • using tentative language to speculate on possibilities raised by the text e.g Rapunzel probably feels worried about what the witch will do to her. Maybe she should say she is sorry but then she can sneak out again. • making connections with what they read or hear to own experiences e.g. Sometimes you have to do things you don't want to, to help somebody else – like when the Winter's Child goes home. Like when me and my sister had to be quiet because my dad was ill. • making inferences on the basis of what is being said and done • recognising different thoughts/feelings of main characters within a text • beginning to recognise that settings may affect feelings and behaviours • predicting what might happen on the basis of what has been read so far • making predictions about how a character might behave • discussing settings and what they indicate about the story • recalling main events/ideas from a text and conveying simple information derived from main ideas • re-reading to find specific information and retrieves information from within a text • understanding that language structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: 'This is known as migration,'; 'Until recently many birds would fly to Africa for the winter.' for structure: distinct sections of information, e.g. grouped onto a double page spread; sub headings for presentation: picture book covers and endpapers often provide clues about a story: bold and/or enlarged texts for more emphatic speech; speech bubbles and thought clouds Illustrations are bright and engaging and illustrate concepts and processes.
Y3	Understand what they read, in books they can read independently, by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • reading with appropriate expression through phrasing, stress and pitch • independently responding to open questions and prompts e.g. tell me about… • asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. How would I feel if I suddenly developed a superpower? Why did the brother and sister join forces in America? • using tentative language to speculate on possibilities raised by the text e.g. After the competition with the strong man, Josie could … We know Mr Two-suit likes money, what else might he be after? • making connections (with experiences and other texts) in order to refine thoughts/responses e.g. Mildred's spells go wrong and it's funny but it's also embarrassing for her, like when I first tried riding my bike and couldn't do it. I've read other books where children have to make new friends in a new place. It's hard at first but then they do it. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • beginning to recognise that characters may have different perspectives in the story of the same event(s) • recognising that settings may affect feelings and behaviours • beginning to consider how setting descriptions may affect the reader • predicting what might happen from details stated and implied • beginning to indicate the likelihood of a suggestion being correct • predicting how characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere • recalling and sequencing main events from a text • identifying main ideas (gist) drawn from more than one paragraph • beginning to summarise main ideas drawn from more than one paragraph • beginning to use skimming and scanning strategies • retrieving information from the text then checking the selection is what is required • beginning to select related information from more than one place in a text • identifying how language structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: 'After many more years of trading and travelling…'; 'kept heading east' for structure: Use of increasing range of adverbials and prepositions to provide greater detail about when, where and how things happen. for presentation: Events are supported by illustrations.
Y4	Understand what they read, in books they can read independently, by: • continuing to draw on what they already know or on background information and vocabulary provided by the teacher

	• independently checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • continuing to read with appropriate expression through phrasing, stress and pitch • continuing to respond to open questions and prompts e.g. *tell me about ….* • asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. What if I could make objects levitate? Why didn't Harry run away from the Dursley's? • using tentative language to speculate on possibilities raised by the text e.g. I wonder what magical animal Harry would have had, if Hagrid hadn't bought him an owl? Possibly Harry could be feeling ... when McGonagall took him inside after the flying lesson. • making connections (with experiences and other texts) in order to refine thoughts/responses e.g. When Bertie finds his lion again – when they're in the war, it felt sad and happy at the same time. Like when your lost pet comes back, or when the Ugly Duckling finds he's a swan. • Continuing to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • recognising that characters may have different perspectives in the story of the same event(s) • making deductions about the motives and feelings that might lay behind characters' words • beginning to consider ways in which different settings affect the characters • considering how setting descriptions may influence the reader • continuing to predict what might happen from details stated and implied • indicating the likelihood of a suggestion being correct • predicting how characters might behave, considering motivation, events so far, settings and atmosphere • continuing to recall and sequence main events from a text • continuing to identify main ideas (gist) drawn from more than one paragraph • summarising main ideas drawn from more than one paragraph • using skimming and scanning strategies • making precise selections when retrieving information • selecting related information from more than one place in a text • identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: 'Those fearsome raiders were warriors known as Vikings' 'Like many Anglo-Saxons at the time, …' for structure: Increased use of synonymous words and phrases to refer to key elements and concepts (e.g. warriors, raiders, intruders). More developed blocks of text with a range of multiclause sentences. for presentation: Fewer illustrations to illustrate elements from the text. In non-fiction, illustrations are often accompanied by detailed captions.
Y5	Understand what they read by: • continuing to draw on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context • continuing to read with appropriate expression through phrasing, stress and pitch • continuing to respond to open questions and prompts e.g. *tell me about ….* • asking questions to improve their understanding, including through individual inner dialogue while reading and discussion after/during reading e.g. What would I do if I met scary people in an alleyway? How will he ever get back over the wall again? • using tentative language to speculate on possibilities raised by the text e.g. What if another robot had also worked after the shipwreck? Perhaps Roz will make friends with the animals in the end. • making connections (with experiences, other texts, elsewhere in the same text) in order to refine thoughts/responses e.g. Roz and the other animals don't understand each other at all at the beginning. Then they start doing things with each other and try to solve problems – like when you're in a new group and you start to see a different side of people and it's easier to work with them. • Continuing to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Continuing to recognise that characters may have different perspectives in the story of the same event(s) • Continuing to make deductions about the motives and feelings that might lay behind characters' words • Beginning to consider ways in which different settings influence the reader and/or the characters in the text • continuing to predict what might happen from details stated and implied • exploring the likelihood of a suggestion being correct • beginning to adapt predictions in the light of new information • continuing to identify main ideas (gist) drawn from more than one paragraph • continuing to summarise main ideas drawn from more than one paragraph • beginning to summarise varying thoughts, actions, feelings and/or opinions within a text • finding information efficiently using skimming and scanning strategies, and beginning to make annotations where appropriate • retrieving information, referring to more than one place in the text where required • identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: 'Vitamins aren't an optional extra.' 'Hunt was a military man who planned the expedition with absolute precision' for structure: More detailed sections of texts, which involve greater use of a range of conjunctions, relative clauses, and passive constructions for presentation: Increasingly complicated processes (e.g. water cycle; Viking sailing routes) illustrated with complex diagrams, with more complex labels and captions.
Y6	Understand what they read by: • continuing to draw on what they already know or on background information and vocabulary provided by the teacher • **independently** checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context • continuing to read with appropriate expression through phrasing, stress and pitch • continuing to respond to open questions and prompts e.g. *tell me about ….* • asking questions to improve their understanding, including through individual inner dialogue while reading and discussion after/during reading e.g. What if I had to travel across Europe with only my older sister to look after me? Why did Ruth put with Jan's stealing? • using tentative language to speculate on possibilities raised by the text e.g. It could be that Markinka will get more power if she goes through the gate. Perhaps she will be the last of the Yagas because ... • making connections (with experiences, other texts, elsewhere in the same text) in order to refine thoughts/responses e.g. When her wolf died I could understand how upset she was because it reminded me of when my dog died. Theodora finds it difficult to understand the other children because at the beginning of the book we are told that she has always lived on her own with her mum for so long. • Continuing to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Continuing to recognise that characters may have different perspectives in the story. • Continuing to make deductions about the motives and feelings that might lay behind characters' words • Considering ways in which different settings influence the reader and/or the characters in the text • continuing to predict what might happen from details stated and implied • continuing to explore the likelihood of a suggestion being correct • adapting predictions in the light of new information • continuing to identify main ideas (gist) drawn from more than one paragraph • continuing to summarise main ideas drawn from more than one paragraph • summarising varying thoughts, actions, feelings and/or opinions within a text • continuing to find information efficiently using skimming and scanning strategies, and beginning to make annotations where appropriate • continuing to retrieve information, referring to more than one place in the text where required • identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: 'Darwin thought evolution by Natural Selection was gradual and ongoing' 'With our ever increasing modern knowledge,e it came to pass...' for structure: More extended blocks of text, featuring more technical tier 3 language. Passive constructions and address content succinctly but add to density. for presentation: Text dominates. Illustration may not serve major points and instead address interesting or curious elements. Illustrations more decorative than explanatory (outside of process diagrams)

Based on 'Progression in Teaching Reading, The Planning Platforms: Years 1-6' (HfL, 2021)