🛡 Childwall CE Primary School – Progression of Learning: Fluency and Comprehension 🛡

Reception	Year 1	Year 2
- ascribe meanings to marks that they see in different places - begin to break the flow of speech into words - begin to read words and simple sentences - read and understand simple sentences - understand humour, e.g. nonsense rhymes, jokes - enjoy an increasing range of books - follow a story without pictures or props - listen to stories with increasing attention and recall - anticipate key events and phrases in rhymes and stories - begin to be aware of the way stories are structured - describe main story settings, events and principal characters - listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions - demonstrate understanding when talking with others what they have read - extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - use vocabulary and forms of speech that are increasingly influenced by their experiences of books - answer 'how' and 'why' questions about their experiences and in response to stories and events - play cooperatively as part of a group to develop and act out a narrative - express themselves effectively, showing awareness of listeners' needs - know that information can be relayed in the form of print - know that information can be retrieved from books and computers	- accurately read texts that are consistent with their developing phonic knowledge that do not require them to use other strategies to work out words - reread texts to build up fluency and confidence in word reading - check that a text makes sense to them as they read and self-correct - listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently - link what they have read to have read to them to their own experiences - retell familiar stories in increasing detail - join in with discussions about a text, taking turns and listening to what others say - discuss the significance of titles and events - discuss word meaning and link new meanings to those already known - begin to make simple inferences - predict what might happen on the basis of what has been read so far - recite simple poems by heart	- read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation - reread these books to build up fluency and confidence in word reading - read words accurately and fluently without overt sounding and blending in age-appropriate texts - show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher - check that the text makes sense to them as they read and correct inaccurate reading - participate in discussion about books, poems and other words that are read to them (at a level beyond that at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views - become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales - discuss the sequence of events in books and how items of information are related - recognise simple recurring literary language in stories and poetry - ask and answer questions about a text - make links between the text they are reading and other texts they have read (in texts they can read independently) - discuss and clarify the meanings of words, linking new meanings to known vocabulary - discuss their favourite words and phrases - make inferences on the basis of what is being said and done - predict what might happen on the basis of what has been read so far in a text - continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear - recognise that non-fiction books are often structured in different ways

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Year 3	Year 4	Year 5	Year 6
• recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • use appropriate terminology when discussing texts (plot, character, setting) • check that the text makes sense to them, discussing their understanding and explaining them meaning of words in context • discuss authors' choice of words and phrases for effect • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • justify predictions using evidence from the text • prepare and perform poems and play scripts that show some awareness of the audience when reading aloud • begin to use appropriate intonation and volume when reading aloud • retrieve and record information from non-fiction texts	• discuss and compare texts from a wide variety of genres and writers • read for a range of purposes • identify themes and conventions in a wide range of books • refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) • identify how language, structure and presentation contribute to meaning • identify main ideas drawn from more than one paragraph and summarise these • discuss vocabulary used to capture readers' interest and imagination • draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text • justify predictions from details stated and implied • recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) • prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud • use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information • use dictionaries to check the meaning of words that they have read	• read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types • 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 • identify main ideas drawn from more than one paragraph and to summarise these • recommend texts to peers based on personal choice • discuss vocabulary used by the author to create effect including figurative language • evaluate the use of authors' language and explain how it has created an impact on the reader • draw inferences from characters' feelings, thoughts and motives • make predictions based on details stated and implied, justifying them in detail with evidence from the text • continually show an awareness of audience when reading out loud using intonation, tone, volume and action • use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts	• read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • recognise more complex themes in what they read (such as loss or heroism) • 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 • listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions • draw out key information and to summarise the main ideas in a text • distinguish independently between statements of fact and opinion, providing reasoned justifications for their views • compare characters, settings and themes within a text and across more than one text • analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect • consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters)

			• discuss how characters change and develop through texts by drawing inferences based on indirect clues • confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect • retrieve, record and present information from non-fiction texts • use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are motivated to find out information (e.g. reading information leaflets from a gallery or museum visit)

Content Domains

Key Stage 1	Key Stage 2
1a: draw on knowledge of vocabulary to understand texts **(V)** 1b: identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information **(R)** 1c: identify and explain the sequence of events in texts **(S)** 1d: make inferences from the text **(I)** 1e: predict what might happen on the basis of what has been read so far **(P)** Explain preferences, thoughts and opinions about the text and provide reasons **(E)**	2a: give/explain the meaning of words in context **(V)** 2b: retrieve and record information, identify key details from fiction and non-fiction **(R)** 2c: summarise main ideas from more than one paragraph **(S)** 2d: make inferences from the text/explain and justify inferences with evidence from the text **(I)** 2e: predict what might happen from details stated and implied **(P)** 2f: identify/explain how information/narrative content is related and contributes to meaning as a whole **(E)** 2g: identify/explain how meaning is enhanced through choice of words and phrases **(E)** 2h: make comparisons within the text **(E)**