

Comprehension -Knowledge and Understanding

Focus / Domain	Nursery (f1)	Reception (F2)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	<p>To listen to others in small and large groups, learning how to take turns and respond with comments and/or questions. (C&L)</p> <p>To engage in discussion about stories that have been read to them by discussing characters and by recalling and predicting events. To begin to be aware how stories are structured and start to tell their own stories.</p>	<p>*Demonstrate their understanding when talking with others about what they have read.</p> <p>To listen and respond to ideas expressed by others in discussion. (C&L)</p> <p>To begin to understand how/why/who/when/where questions.(C&L)</p>	<p>To understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>To be encouraged to link what they read or hear to their own experiences</p> <p>To learn how to explain about what they have read with increasing detail and clarity</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</p> <p>To discuss the significance of the title and events</p>	<p>To learn how to answer and ask questions about what is being read.</p> <p>To learn how to spot and check that a text makes sense as they read.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To learn how the sequence of events in books and how items of information are related.</p>	<p>To check the text makes sense, reading to the punctuation and usually re-reading or self-checking</p> <p>To explain and discuss their understanding of the text eg: explain events; describe a character's actions</p> <p>To identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts</p> <p>To identify the main ideas drawn from a paragraph and summarise these</p> <p>To ask simple questions to improve their understanding of a text</p>	<p>To check that the text makes sense, reading to the punctuation and habitually re-reading</p> <p>To explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc.</p> <p>To identify and summarise how language, structure and presentation contribute to meaning including identifying key topics within paragraphs</p> <p>To identify the main ideas drawn from more than 1 paragraph and summarise these</p> <p>To ask simple questions to improve their understanding of a text and to clarify thoughts, ideas and feelings</p>	<p>To provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs</p> <p>To make comparisons within and across texts eg: compare two ghost stories *distinguish fact from opinion with some accuracy and awareness of ambiguity</p> <p>To summarise main ideas from more than one paragraph – identifying key details which support the main idea</p> <p>To ask questions to improve their understanding of a text and to clarify thoughts, ideas and feelings</p> <p>To learn how to distinguish between statements of fact and opinion</p>	<p>To identify language, structural and presentational features in texts and explain how they contribute to meaning</p> <p>To use contextual evidence to make sense of the text</p> <p>To make accurate and appropriate comparisons within and across different texts</p> <p>To distinguish between fact and opinion accurately and discuss ambiguity between the two</p> <p>To confidently summarise content drawn from more than one paragraph</p> <p>To ask a range and variety of questions to improve their understanding of a text and to clarify thoughts, ideas and feelings</p> <p>To confidently distinguish between statements of fact and opinion</p>
Inference			To learn how to infer from what they read and/or hear.	To learn how to infer from what they read, hear being said and see being done including by asking and answering questions.	To draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words	To draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting	To draw inferences and justify these with evidence from the text eg: explain how a character's feelings changed and how they know this	To make developed inferences and explain and justify with textual evidence to support their reasoning
Prediction			To learn how to make predictions based on what they have read so far.	To learn how to make predictions based on what they have read so far	To predict what might happen from simple details both stated and implied	To make credible predictions about what might happen from details stated and implied	To make credible and insightful predictions	To make credible and insightful predictions which are securely rooted in the text
Authorial intent								

							figurative language – and its effect on the reader	evaluate its effect – including impact and suitability of choice
Non-fiction			To listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher	To be introduced to non-fiction books that are structured in different ways	To listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features To retrieve and record information from non-fiction texts	To listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features To know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts	To confidently retrieve, record and present information from non-fiction texts	To retrieve, record and present information from non-fiction texts – independently and creatively
Discussing reading			To participate in discussion about what is read to them, taking turns and listening to what others say To explain clearly their understanding of what is read to them	To 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 To learn how to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	To engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school To during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say	To engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references To during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say	To recommend books to others – giving detailed reasons To readily ask pertinent questions to enhance understanding To participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously To explain what they know or have read – including through formal presentations and debates, using notes where necessary	To state own preferences and recommend books to others – giving substantiated reasons To pose hypotheses and ask probing questions to enhance understanding To discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously To explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic
End Point - Comprehension	Listens to and joins in with familiar stories and poems (whole class, 1:1 or small group), joining in with repeated refrains and key phrases, actions and gestures. Talks about stories and poems they have heard, commenting about characters and recalling key events. Uses new vocabulary appropriately in the	Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use an understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.	Link what they read or hear to their own experience. Describe what they like or don't like about a text. Re-tell key stories using language derived from the text. Understand, describe and talk about the main characters in a story.	Express views about fiction, non-fiction and poetry Continue to build on the repertoire of poems known by heart. Comment and describe plot, setting and characters in familiar and unfamiliar stories. Re-tell familiar stories in sequence and with detail	Listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Read books that are structured in different ways. Increase their familiarity with a wide range of books, including fairy stories, myths and legends. Identify main themes in books.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Demonstrate understanding of why they read by reading for a range of purposes. Use dictionaries and Collin's online thesaurus to check the meaning of words that they have read.	Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase their familiarity with a wide range of books, including myths, legends and traditional stories,	Understand that reading books that are structured in different ways and carryout reading for a range of purposes with confidence. Develop their familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.

<p>context of the stories, poems and texts they have shared.</p> <p>Tells or re-tells stories/events in the correct sequence drawing on familiar language, vocabulary and phrases relevant to that story/event.</p>		<p>Know some poems by heart.</p> <p>Check that the text makes sense as they read, self-correcting errors.</p> <p>Begin to draw inferences from the text or illustrations.</p> <p>Make predictions based on events in texts, prior knowledge and the context of the story,</p> <p>Explain what they understand about a text.</p>	<p>Notice and comment about the structure and language features – including vocabulary - of a text.</p> <p>Ask and answer simple questions, and begin to make inferences and predictions</p> <p>Confidently self-correct as they read, realising when the text doesn't make sense.</p> <p>Use commas, question marks and exclamation marks to vary expression</p> <p>Use content and index to locate information in non-fiction texts.</p>	<p>Read aloud poems and perform play scripts.</p> <p>Discuss words that capture the reader's interest and imagination.</p> <p>Read independently by checking that the text makes sense to them, discussing their understanding of words.</p> <p>Read independently and ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence.</p> <p>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings and sub-headings.</p> <p>Predict what might happen from details stated.</p> <p>Identify main ideas drawn from within one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Recognise and discuss words and phrases that capture the reader's interest and imagination.</p> <p>Begin to recognise some of the different forms of poetry e.g. free verse, narrative poetry.</p> <p>Are able to identify themes and conventions in a wide range of books and notice similarities between them.</p> <p>Understand what they read independently by checking that the text makes sense by discussing and explaining the meaning of words in context.</p> <p>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p> <p>Read independently and ask questions (with increasing complexity) to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>Predict what might happen from details stated and implied.</p>	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Show understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Show understanding of what they have read by identifying and discussing themes and conventions in writing. Show understanding of what they have read by making comparisons within a book.</p> <p>Prepare or select 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. check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Show understanding of what they read by asking questions to improve their understanding of complex texts.</p> <p>Show understanding of what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Show understanding of what they read in increasingly complex texts by predicting</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Are able to make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency.</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and use quotations for illustration. (PEE)</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about books that are read to them and those that can be read by themselves, building on their own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>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.</p>
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