Haughton School Reading Comprehension Progression



I understand that writing can be converted into speech and can role play reading aloud a familiar book.

I understand that speech can be converted into writing and can 'read' this writing.

I can understand some conventions of text with some concepts about print.

the information that information an be found in books and the computer. I can predict words, signs/symbols in narrative using expectation of meaning from the whole text and events in my own

I can join in with actions or known words and phrases in stories or rhymes, using their preferred mode of communication.

I show awareness that something is going to happen (e.g. by trying to turn the page or

demonstrating anticipation) (Read-PK1

I can use vocabulary and forms of speech that are increasingly influenced by my experience of books.

I can follow what is being read by focusing on text, pictures or sounds

I can link significant events from my experience of stories, paying attention to sequence and how events lead to one another. I can demonstrate 'reading' like behaviour. I can show some awareness of rhyme and alliteration in speech. pictures of
characters and
places in response
to questions such
as "Where is
(the)?"
I can show some
interest in content and
can ask/answer some

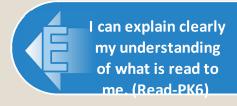
simple questions at a basic level.



Hold book the correct way up and turn pages.

I can give details from favourite books.

I can derive some meaning from text.



I can participate in discussion about what is read to me, taking turns and listening to what others say.

I can predict what might happen on the basis of what has been read so far.

I can make inferences on the basis of what is being said and done

(Read-PK6)

I can discuss the significance of the title and events

I understand both the books I can already read accurately and fluently and those I listen to. I can answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to me. (Read-PK5)

I can draw on what I already know or on background information and vocabulary provided by the teacher to

makes sense to me as I read and correcting inaccurate reading.

I can check that the text

(Read-PK6

I can be encouraged to link what I read or hear read to me to my own experiences. (Read-PK4)

I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular

characteristics. (Read-PK4)

I am learning to appreciate rhymes and poems, and to recite some by heart. I can recount a short sequence of events (e.g. by sequencing images or manipulating objects).

Read-PK3)

I can respond to questions that require simple recall (Read-PK3)



I can listen to and discuss a wide range of poems, stories and non-fiction at a higher level than I

can read independently.

I can answer questions, such as Where is this? What is this? Who is this? What is he doing? Using their preferred mode of

communication (Read-PK2)

I can recognise and join in with predictable phrases. (Read-PK2)

In a familiar story, I can jump in with the next word or phrase when the adult pauses.



I can use dictionaries to check the meaning of words that I have read.

I know that reading books that are structured in different ways and reading for a range of purposes.

In responding to fiction and non-fiction, I show understanding of the main points independently.

I can draw on what I already know or on background information and vocabulary provided by the teacher to help me understand what I read.

I understand both the books that I can already read accurately and fluently and those I can answer and ask guestions

I can participate in discussion about books, poems and other works



I am
developing
positive
attitudes to
reading and
show I
understand
what I have

I can discuss my favourite words and phrases.

I can recognise simple recurring literary language in stories and poetry.

I can notice that nonfiction books that are structured in different ways to fiction. I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales





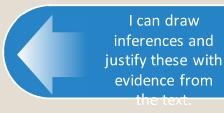
I am developing pleasure in reading, motivation to read

and Inderstanding I am aware of how a simple dictionary works and can use knowledge of the alphabet to find words and read their meaning.

imple
I can listen to, discuss and express
an use
views about a wide range of poetry
et to find
(including contemporary and
classic), stories and non-fiction at a

level beyond that at which I can read independently.

I can discuss the sequence of events in books and how items of information are related.



I can ask questions to improve my understanding.

I can understand what I read by checking that the book makes sense.

I can learn a wider range of poetry by heart.

I can read books that are structured in different ways and reading for a range of purposes. I can increase my familiarity
with a wide range of books,
including myths, legends and
traditional stories, modern
fiction, fiction from our literary
heritage, and books from other

I can recommend books that I have read to my peers, giving reasons for my choices.

I can identify and discussing themes and conventions in and across a wide range of writing.

I can make comparisons within and across books.

I can retrieve and record information from non-fiction.

I can use a range of strategies automatically to monitor and maintain meaning.

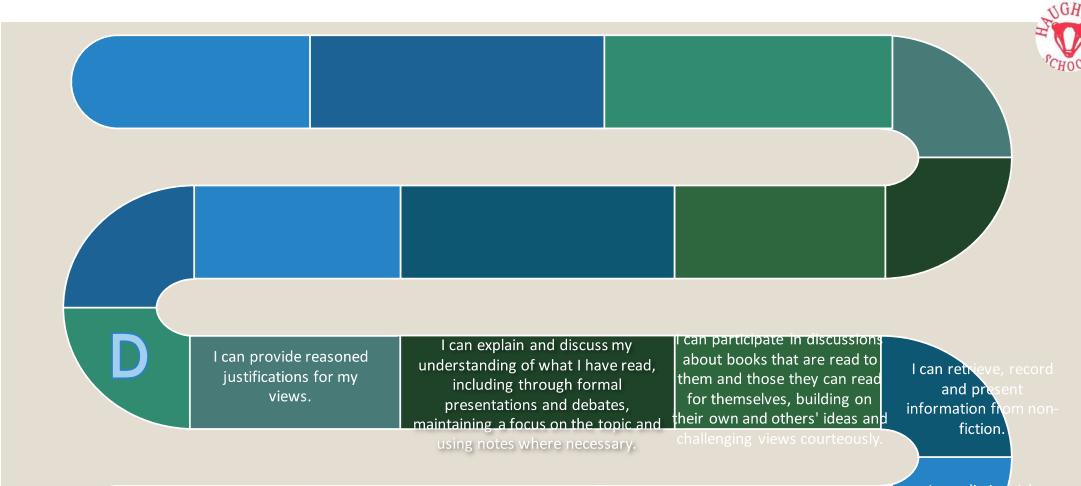
I can identify main ideas drawn from more than one paragraph and summarise these.

I can predict what might happen from details stated and implied. I can draw inferences
such as inferring
characters feelings,
thoughts and motives
from their actions, and
justifying inferences with
evidence.

I can ask questions to improve my understanding of a text.

I can discuss words and phrases that capture the reader's interest and I recognise some different forms of poetry.

I can understand what I read, in books I can read independently.



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I can predict what might happen from details stated and

implied

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion.