

# Haughton School Reading Comprehension Progression



## Map (Skills)



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.

I begin to realise that information can 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 life.

**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.

**I can point to 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.

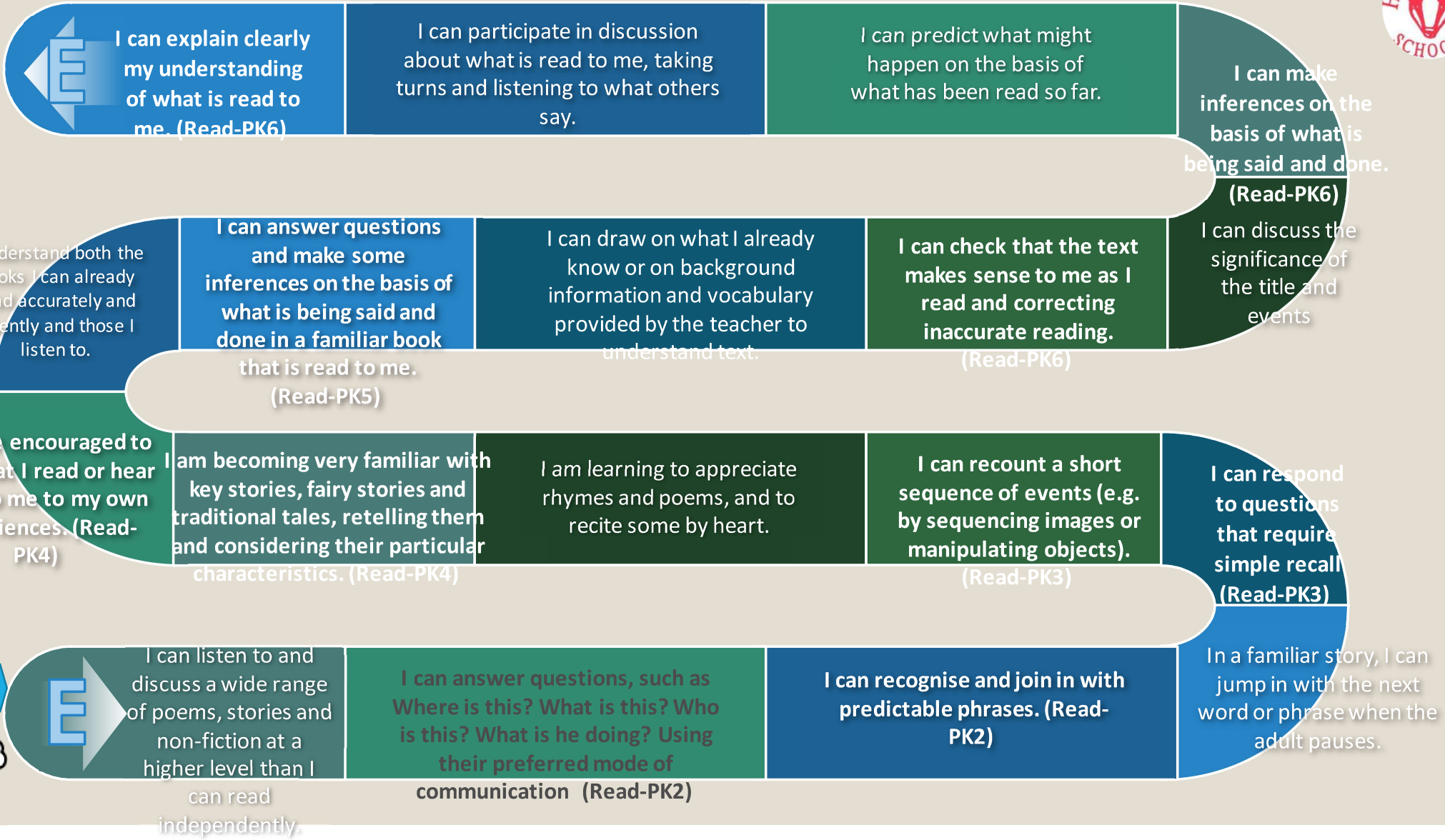


Hold book the correct way up and turn pages.

I can give details from favourite books.

I can derive some meaning from text.





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

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 can answer and ask questions

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 read.

I understand both the books that I can already read accurately and fluently and those that I listen to.

I can discuss my favourite words and phrases.

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

I can notice that non-fiction 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 understanding.


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

I can listen to, discuss and express views about a wide range of poetry (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.



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I can draw inferences and justify these with evidence from the text.

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 cultures and traditions.

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 discuss words and phrases that capture the reader's interest and imagination.

I recognise some different forms of poetry.

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

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



