

Comprehension - Progression Overview

See below the Progression overview for the Development matters statements for EYFS and the National Curriculum statements for KS1.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F0	<p>Asks questions or makes comments about what they can see.</p> <p><i>Shows particular interest in stories or parts of stories.</i></p>	<p>Asks questions or makes comments about what they can see.</p> <p><i>Shows particular interest in stories or parts of stories.</i></p>	<p>Begins to link meaning to what they can see, for example pointing to a picture of Daddy Bear when the adult reads 'Daddy bear says who's been eating my porridge?'</p> <p>Beginning to make links between what they can hear and what they can see.</p> <p>Makes marks inside and out</p>	<p>Begins to link meaning to what they can see, for example pointing to a picture of Daddy Bear when the adult reads 'Daddy bear says who's been eating my porridge?'</p> <p>Beginning to make links between what they can hear and what they can see.</p> <p>Makes marks inside and out</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Begins to understand that print/words carry meaning.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Begins to understand that print/words carry meaning.</p>
F1	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p><i>Likes to read a book with an adult.</i></p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p><i>Likes to read a book with an adult.</i></p>	<p>Understands the names of the different parts of a book, e.g., pictures, words cover. Understands that print has meaning.</p> <p>Knows where to find the story on the page.</p>	<p>Understands the names of the different parts of a book, e.g., pictures, words cover. Understands that print has meaning.</p> <p>Knows where to find the story on the page.</p>	<p>Understands that we read English text from left to right and from top to bottom.</p> <p>Is beginning to identify the main character and a key event in a story that they know well (with support).</p> <p>Can talk about the characters in a story.</p>	<p>Makes simple suggestions about what might happen next in a story.</p> <p>Engages in extended conversation about stories, learning new vocabulary.</p> <p>Can talk about the story events in simple terms.</p>

Comprehension - Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	<p>Holds a book and turns the pages from the front to the back. Understands what a letter is. Understands what a word is.</p> <p>Shows an interest in reading often choosing a book to look at themselves or with friends.</p>	<p>Tells a story to a friend.</p> <p>Will ask for help when they do not understand a word.</p> <p>Recognises and joins in with predictable or repetitive phrases.</p> <p>Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</p>	<p>Understands what a sentence is. Talks about settings, characters and key events in books. Re-read corrections when an adult points out where they have gone wrong. Answers simple retrieval questions.</p> <p>Can answer questions about the content of a book and shows an interest in reading by themselves.</p>	<p>Understands what a sentence is.</p> <p>Talks about settings, characters and key events in books.</p> <p>Re-read corrections when an adult points out where they have gone wrong.</p> <p>Answers simple retrieval questions.</p> <p>Can answer questions about the content of a book and shows an interest in reading by themselves.</p>	<p>Talks about their favourite book.</p> <p>Re-reads books to build up their understanding and enjoyment.</p> <p>Answer simple sequencing questions.</p> <p>Answers prediction questions based on what has happened so far.</p> <p>Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>

Comprehension - Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Listen to a range of high-quality books which are beyond those they can read by themselves and discuss with support.	Listen to a range of high-quality books which are beyond those they can read by themselves and discuss with support.	Listen to and discuss a range of high-quality books which are beyond those they can read by themselves with some support.	Listen to and discuss a range of high-quality books which are beyond those they can read by themselves with some support.	Listen to and discuss a range of high-quality books which are beyond those they can read by themselves.	Listen to and discuss a wide range of high-quality books which are beyond those they can read by themselves to develop a love of reading.
	Become familiar with key stories, fairy stories and traditional tales. Begin to retell them with support.	Become familiar with key stories, fairy stories and traditional tales. Retell them with support. Begin to consider their particular characteristics.	Become familiar with key stories, fairy stories and traditional tales. Retell them with support. Begin to consider their particular characteristics.	Become familiar with key stories, fairy stories and traditional tales. Retell them and consider their particular characteristics.	Become familiar with key stories, fairy stories and traditional tales. Retell them and consider their particular characteristics.	Become familiar with key stories, fairy stories and traditional tales. Retell them and consider their particular characteristics.
	Begin to participate in discussions about the text, drawing links between the text and their own experiences, with support.	Begin to participate in discussions about the text, drawing links between the text and their own experiences, with support.	Participate in discussions about the text, drawing links between the text and their own experiences, with some support.	Participate in discussions about the text, drawing links between the text and their own experiences, with some support.	Participate in discussions about the text, drawing links between the text and their own experiences.	Participate in discussions about the text, drawing links between the text and their own experiences.
	Learn to appreciate rhymes and poems and begin to recite some out loud, with support.	Learn to appreciate rhymes and poems and begin to recite some out loud, with support.	Learn to appreciate rhymes and poems and recite some out loud, with support.	Learn to appreciate rhymes and poems and recite some out loud, with support.	Learn to appreciate rhymes and poems and recite some out loud with confidence.	Learn to appreciate rhymes and poems and recite some out loud with confidence.
	Recognise and join in with predictable phrases.	Recognise and join in with predictable phrases.	Recognise and join in with predictable phrases.	Recognise and join in with predictable phrases.	Recognise and join in with predictable phrases.	Recognise and join in with predictable phrases.
	Begin to discuss the meanings of new words.	Begin to discuss the meanings of new words.	Begin to discuss the meanings of new words. Begin to link the new meanings to those already known	Begin to discuss the meanings of new words. Begin to link the new meanings to those already known	Discuss the meanings of new words and link the new meanings to those already known	Discuss the meanings of new words and link the new meanings to those already known
	Begin to develop understanding of the books that they can read accurately and fluently.	Begin to develop understanding of the books that they can read accurately and fluently.	Continue to develop understanding of the books that they can read accurately and fluently.	Continue to develop understanding of the books that they can read accurately and fluently.	Further develop understanding of the books that they can read accurately and fluently.	Further develop understanding of the books that they can read accurately and fluently.
	Begin to develop their understanding by drawing on what they already know or on background	Begin to develop their understanding by drawing on what they already know or on background	Continue to develop their understanding by drawing on what they already know or on background	Continue to develop their understanding by drawing on what they already know or on background	Further develop their understanding by drawing on what they already know or on background	Further develop their understanding by drawing on what they already know or on background

Comprehension - Progression Overview

	information and vocabulary provided by the teacher	information and vocabulary provided by the teacher	information and vocabulary provided by the teacher	information and vocabulary provided by the teacher	information and vocabulary provided by the teacher	information and vocabulary provided by the teacher
	Begin to check that the text makes sense to them as they read. Begin to correct inaccurate reading with support	Begin to check that the text makes sense to them as they read. Begin to correct inaccurate reading with support	Check that the text makes sense to them as they read. Correct inaccurate reading with occasional support.	Check that the text makes sense to them as they read. Correct inaccurate reading with occasional support.	Continue to check that the text makes sense to them as they read. Self-correct inaccurate reading.	Continue to check that the text makes sense to them as they read. Self-correct inaccurate reading.
	With support, discuss the significance of the title and events	With support, discuss the significance of the title and events	Discuss the significance of the title. Begin to discuss the events	Discuss the significance of the title. Begin to discuss the events	Discuss the significance of the title and the events with occasional support.	Discuss the significance of the title and the events with occasional support.
	With support, make simple inferences on the basis of what is being said and done	With support, make simple inferences on the basis of what is being said and done	Make simple inferences on the basis of what is being said and done with occasional support.	Make simple inferences on the basis of what is being said and done with occasional support.	Make simple inferences on the basis of what is being said and done.	Make simple inferences on the basis of what is being said and done.
	With support, make predicts about what might happen on the basis of what has been read so far	With support, make predicts about what might happen on the basis of what has been read so far	With occasional support, make predicts about what might happen on the basis of what has been read so far	With occasional support, make predicts about what might happen on the basis of what has been read so far	Make predicts about what might happen on the basis of what has been read so far	Make predicts about what might happen on the basis of what has been read so far
	Begin to participate in discussion about what is read to them. Begin to take turns and listen to what others say.	Begin to participate in discussion about what is read to them. Begin to take turns and listen to what others say.	Participate in discussion about what is read to them. Take turns and listen to what others say. With occasional support.	Participate in discussion about what is read to them. Take turns and listen to what others say. With occasional support.	Participate in discussion about what is read to them. Take turns and listen to what others say.	Participate in discussion about what is read to them. Take turns and listen to what others say.
	With support, begin to explain their understanding of what is read to them	With support, begin to explain their understanding of what is read to them	Continue to develop their understanding of what is being read to them and begin to explain their understanding more clearly.	Continue to develop their understanding of what is being read to them and begin to explain their understanding more clearly.	Explain clearly their understanding of what is read to them	Explain clearly their understanding of what is read to them

Comprehension - Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Begin to listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Begin to listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and begin to express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and begin to express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
	Become familiar with a wider range of stories, fairy stories and traditional tales and begin to retell them with support	Become familiar with a wider range of stories, fairy stories and traditional tales and begin to retell them with support	Become familiar with a wider range of stories, fairy stories and traditional tales and be able to retell them with occasional support	Become familiar with a wider range of stories, fairy stories and traditional tales and be able to retell them with occasional support	Become familiar with a wider range of stories, fairy stories and traditional tales and be able to retell them	Become familiar with a wider range of stories, fairy stories and traditional tales and be able to retell them
	Begin to discuss the sequence of events in books and how items of information are related with support	Begin to discuss the sequence of events in books and how items of information are related with support	Discuss the sequence of events in books and how items of information are related with some support	Discuss the sequence of events in books and how items of information are related with some support	Discuss the sequence of events in books and how items of information are related.	Discuss the sequence of events in books and how items of information are related.
	Begin to recognise simple recurring literary language in stories and poetry with support	Begin to recognise simple recurring literary language in stories and poetry with support	Recognise some simple recurring literary language in stories and poetry with support	Recognise some simple recurring literary language in stories and poetry with support	Recognise simple recurring literary language in stories and poetry with support	Recognise simple recurring literary language in stories and poetry with support
	Be introduced to non-fiction books that are structured in different ways Information Texts Emails	Be introduced to non-fiction books that are structured in different ways Diary entry Instructions	Be introduced to non-fiction books that are structured in different ways Non-Chronological reports	Be introduced to non-fiction books that are structured in different ways Fact files	Be introduced to non-fiction books that are structured in different ways Instructions	Be introduced to non-fiction books that are structured in different ways Recounts
	Begin to discuss the meanings of words Discussing favourite words and phrases	Discuss and begin to clarify the meanings of words. Discussing favourite words and phrases	Discuss and clarify the meanings of words and begin linking new meanings to known vocabulary Discussing favourite words and phrases	Discuss and clarify the meanings of words and begin linking new meanings to known vocabulary Discussing favourite words and phrases	Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discussing favourite words and phrases	Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discussing favourite words and phrases

Comprehension - Progression Overview

	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	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	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	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	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	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
	Begin 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.	Begin 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.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves with some support	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves with some support	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Comprehension - Progression Overview

Development Matters statements including ELG for EYFS and National Curriculum for KS1

Nursery

Communication and Language

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Literacy

- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and shares their own ideas.
- Develop play around favourite stories using props.
- 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

Reception

Communication and Language

- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy

- Engage in extended conversations about stories, learning new vocabulary.
- Re-read these (phonic) books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Year 1

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases

Comprehension - Progression Overview

- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to 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 as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Year 2

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to 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 as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Comprehension - Progression Overview