Reading Comprehension – Progression Skills						
Vocabulary	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Pupils' vocabulary should be developed through listening to books read aloud and discussing what they have heard. Provide deliberate opportunities to increase pupils' vocabulary acquisition.	Discuss their favourite words and phrases. Discuss and clarifying the meanings of words, linking new meanings to known vocabulary	Use dictionaries to check the meaning of words that they have read To give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.	Use dictionaries to check the meaning of words that they have read Give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
Retrieve and Record (inc skim and scan)	Pupils should be shown some of the processes for finding out information. Model how to use the contents pages to locate information.	Retrieve and record information from non-fiction and fiction. Introduce the skim and scan technique.	Retrieve and record information from non-fiction and fiction. In using non-fiction, pupils should know what information they need to look for, through the identification of key words.	Retrieve and record information from non-fiction and fiction. In using non-fiction, pupils should know what information they need to look for, through the identification of key words.	Retrieve, record and present information from non-fiction and fiction through formal presentations and debates.	
Inference	Begin to say what they understand about a character.	Begin to make inferences on a character based on thoughts and actions and starts to justify 'why'	Begin to make inferences on a character based on thoughts and actions and starts to justify 'why'	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence	With the use of increasingly complex texts is able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	

Prediction	Begin to predict what might happen.	Use what they know already to make predictions.	Make predictions related to the content of the text.	Make predictions based on what has been stated or implied.	Using implied meanings will predict what might happen from details stated and implied.
Discussion • Question • Explain • Evaluate • Compare • Challenge	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.	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. Ask questions. They should receive feedback on their discussions from their peers.	Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about books that are read to them and those they can read for themselves, taking turns, listening to what others say and starting to ask valid questions and reflect on the information they have received.	Provide opportunities for feedback on the quality of their explanations and contributions to discussions. Have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints within a text and across more than one text.
Summarising	Begin to explain what has been understood from reading a book.	Be able to give the main parts of a story in order and in non-fiction be able to say what the information has told them.	Begin to summarise the main idea in a paragraph orally.	Begin to summarise the main idea in a paragraph both orally and in writing.	Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.