

Reading Comprehension

	Year Group		Key skills and Knowledge	Key Vocabulary
<u>Comprehension</u>	F1	After one term in F1	I can repeat songs, rhymes and stories, and repeat familiar phrases. I can fill in missing words from known rhymes or phrases.	<i>Story</i> <i>Page</i> <i>Turn</i> <i>Picture</i> <i>Writing</i> <i>Character</i> <i>Setting</i> <i>Next</i>
		After two terms in F1	I can show a preference for a book, song or rhyme. I can identify myself in a story and show enjoyment for stories about familiar people or characters.	
		By the end of F1	I can hold a book, turn the pages and indicate an understanding of pictures and print. I can talk about a story to friends. I can talk about events and characters in books. I can make suggestions about what might happen next in a story.	
	F2	After one term in F2	I can hold a book, turn the pages and indicate an understanding of pictures and print. I can tell a story to friends.	Read Page Cover Front Back Retell Create Events Characters Setting
		After two terms in F2	I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can talk about my favourite book. I can use vocabulary and events from the story in my play.	
		By the end of F2	I can demonstrate an understanding of what I have read when talking to others. I can understand simple sentences.	
	Year One		I can say what I like and do not like about a text. I can link what I have heard or read to my own experiences. I can retell key stories orally using narrative language. I can talk about the main characters within a well-known story. I can learn some poems and rhymes by heart. I can use what I already know to understand texts. I can check that my reading makes sense and go back to correct when it doesn't. I can draw inferences from the text and/or the illustrations. (Beginning) I can make predictions about the events in the text. I can explain what I think a text is about.	Vocabulary Infer Predict Explain Retrieve Sequence Compare Skim and Scan

	Year Two	I can talk about and give an opinion on a range of texts. I can discuss the sequence of events in books and how they relate to each other. I use prior knowledge, including context and vocabulary, to understand texts. I can retell stories, including fairy stories and traditional tales. I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense. I can find recurring language in stories and poems. I can talk about my favourite words and phrases in stories and poems. I can recite some poems by heart, with appropriate intonation. I can answer and ask questions. I can make predictions based on what I have read. I can draw (simple) inferences from illustrations, events, characters' actions and speech.	Vocabulary Infer Predict Explain Retrieve Sequence Compare Skim and Scan
	Year Three	I read a range of fiction, poetry, plays, and non-fiction texts. I can discuss the texts that I read. I can read aloud and independently, taking turns and listening to others. I can explain how non-fiction books are structured in different ways and can use them effectively. I can explain some of the different types of fiction books. I can ask relevant questions to get a better understanding of a text. I can predict what might happen based on details I have. I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. I can use a dictionary to check the meaning of unfamiliar words. I can identify the main point of a text. I can explain how structure and presentation contribute to the meaning of texts. I can use non-fiction texts to retrieve information. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Vocabulary Infer Predict Explain Retrieve Summarise Quote Compare Skim and Scan

	Year Four	I know which books to select for specific purposes, especially in relation to science, geography and history learning. I can use a dictionary to check the meaning of unfamiliar words. I can discuss and record words and phrases that writers use to engage and impact on the reader. I can identify some of the literary conventions in different texts. I can identify the (simple) themes in texts. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. I can explain the meaning of words in context. I can ask relevant questions to improve my understanding of a text. I can infer meanings and begin to justify them with evidence from the text. I can predict what might happen from details stated and from the information I have deduced. I can identify where a writer has used precise word choices for effect to impact on the reader. I can identify some text type organisational features, for example, narrative, explanation and persuasion. I can retrieve information from non-fiction texts. I can build on others' ideas and opinions about a text in discussion.	Vocabulary Infer Predict Explain Retrieve Summarise Quote Compare Skim and Scan <i>Quotation marks</i> <i>Justify</i>
	Year Five	I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. I can identify significant ideas, events and characters; and discuss their significance. I can recite poems by heart, e.g. narrative verse, haiku. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Vocabulary Infer Predict Explain Retrieve Summarise Quote Compare Skim and Scan <i>Quotation marks</i> <i>Justify</i>

	Year Six I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can read books that are structured in different ways. I can recognise texts that contain features from more than one text type. I can evaluate how effectively texts are structured and presented. I can read non-fiction texts to help with my learning. I read accurately and check that I understand. I can recommend books to others and give reasons for my recommendation. I can identify themes in texts. I can identify and discuss the conventions in different text types. I can identify the key points in a text. I can recite a range of poems by heart, e.g. narrative verse, sonnet. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Vocabulary Infer Predict Explain Retrieve Summarise Quote Compare Skim and Scan <i>Quotation marks</i> <i>Justify</i>
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