

# St Benedict's Catholic Primary School

## Progress in Skills: English - comprehension



With Jesus, we learn,  
love and laugh

ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop <b>pleasure</b> in reading, <b>motivation</b> to read, and <b>understanding</b> by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		Maintain <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:	
	<b>Listening</b> to and <b>discussing</b> a wide range of poems, stories and non-fiction at level beyond that at which they can read independently.	<b>Listening</b> to, <b>discussing</b> 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.	<b>Listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Continuing to <b>read and discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to <b>link what they read</b> or hear read to their own experiences.					
		Discussing the <b>sequence of events</b> in books and how items of information are related.	Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .		Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .	
			Using <b>dictionaries</b> to check the meaning of words that they have read.			
	Becoming very <b>familiar</b> with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly <b>familiar</b> with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their <b>familiarity</b> 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.	

					<b>Recommending books</b> that they have read to their peers, giving reasons for their choices.
		Recognising and joining in with <b>predictable phrases</b> .	Recognising simple <b>recurring literary language</b> in stories and poems.		
			Discussing their favourite words and phrases.	Discussing words and phrases that <b>capture the reader's interest</b> and imagination.	
				Identifying <b>themes and conventions</b> in a wider range of books.	Identifying and discussing <b>themes and conventions</b> in and across a wide range of writing.
					Making <b>comparisons</b> within and across books.
				Recognising some <b>different forms of poetry</b> (e.g. free verse, narrative poetry).	
		Learning to appreciate <b>rhymes and poems</b> , and to recite some by heart.	Continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing <b>poems</b> and <b>play scripts</b> to read aloud and perform, showing understanding through intonation, tone, volume and action.	Learning a wider range of <b>poetry</b> by heart. Preparing <b>poems</b> and <b>plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
			Being introduced to <b>non-fiction</b> books that are structured in different ways.		
		Discussing <b>words meanings</b> , linking new meanings to those already known.	Discussing and clarifying the <b>meaning of words</b> , linking new meanings to known vocabulary.		

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## Progress in Skills: English - comprehension<sup>2</sup>



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ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Read and <b>understand</b> simple sentences.</p> <p>Demonstrate <b>understanding</b> when talking to others about what they have read.</p>	<p><b>Understand</b> both the <b>books they can already read accurately and fluently</b> and those they <b>listen to</b> by:</p>		<p>Understand what they read, in books they can read independently, by:</p>		<p><b>Understand</b> what they read by:</p>	
	<p>Drawing on <b>what they already know</b> or on background information and vocab provided by the teacher.</p>	<p>Drawing on <b>what they already know</b> or on background information and vocab provided by the teacher.</p>				
	<p>Checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading.</p>	<p>Checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading.</p>	<p>Checking that the text <b>makes sense</b> to them, discussing their understanding and explaining the meaning of the words in context.</p>		<p>Checking that the book <b>makes sense</b> to them, discussing their understanding and exploring the meaning of words in context.</p>	
	<p>Making <b>inferences</b> on the basis of what is being said and done.</p>	<p>Making <b>inferences</b> on the basis of what is being said and done.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>		<p>Drawing <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	
	<p><b>Predicting</b> what might happen on the basis of what has been read so far.</p>	<p><b>Predicting</b> what might happen on the basis of what has been read so far.</p>	<p><b>Predicting</b> what might happen from details stated and implied.</p>		<p><b>Predicting</b> what might happen from details stated and implied.</p>	
		<p>Answering and asking questions.</p>	<p>Asking <b>questions</b> to improve their understanding of the text.</p>		<p>Asking <b>questions</b> to improve their understanding.</p>	
					<p>Provide reasoned justifications for their views.</p>	
					<p>Discuss and evaluate how authors <b>use language</b>, including figurative, considering the impact on the reader.</p>	
			<p>Identifying <b>main ideas</b> drawn from more than one paragraph and summarise these.</p>		<p>Summarising the <b>main idea</b> drawn from more than one paragraph, identifying key details that support the main ideas.</p>	

				Identifying how <b>language, structure and presentation</b> contribute to meaning.	Identifying how <b>language, structure and presentation</b> contribute to meaning.
				Retrieve and record information from non-fiction.	Retrieve, record and present information from <b>non-fiction</b> .
					Distinguish between statements of <b>fact and opinion</b> .
		Participate in <b>discussion</b> about what is read to them, taking turns and listening to what others say.	Participate in <b>discussion</b> about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.
		Explain clearly their <b>understanding</b> of what is read to them.	Explain and discuss their <b>understanding</b> of books, poems and other material, both those that they listen to and those that they read for themselves.		Explain and discuss their <b>understanding</b> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.