



### Hindhayes Reading Comprehension Progression Map

Development of skills	Foundation Stage	Year 1	Year 2
<b>Predict it</b>	Predict what might happening using clues in pictures / title etc.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.
<b>Understand it</b> Draw on knowledge of vocabulary to understand texts check that texts make sense to them Ask questions to improve understanding Demonstrate understanding of stories, poetry and plays through retelling and reciting	Engage in extended conversations about stories, learning new vocabulary. Join in with repeated refrains and anticipate rhyme. Ask questions about what is happening. Recite rhymes and poems with actions. Role play and use small world toys to act / retell known stories.	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text. Listen to their own reading, and that of others, and make a sense check at regular intervals. Ask questions about aspects of a text they don't understand. Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, rereading to regain understanding. Ask questions about a text to ensure they understand events or ideas in a text. Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation
<b>Listen to it / Look at it</b> Explain and comment on writer's use of language, including grammatical and literary features at word and sentence level.	Engage in extended conversations about stories. Explore the effect of patterned language or repeated words and phrases in familiar stories.	Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language. Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.	Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used. Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.
<b>Find it</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotations and references	Engage in extended conversations about stories. Answer simple retrieval questions about what has been read (page by page and after a whole book has been read)	Answer simple questions where they recall information from a text. Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. Match events to characters in narrative and detail and information to objects or topics in non-fiction.	Retrieve information from a text and re-present it in a variety of forms. Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc..
<b>Think about it</b> Deduce, infer or interpret information, events or ideas	Engage in extended conversations about stories.	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.	Make inferences about characters from what they say and do, focusing on important moments in a text.
<b>Connect it / Compare it /</b> Use prior knowledge to support and develop understanding	Children join in class or group discussions about books before reading. Engage in extended conversations about stories Make simple links to other texts.	Think about what they know about events or topics prior to reading. Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding. Make links between characters, events and settings in texts they know.	Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard. Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.
<b>Sequence it / Summarise it</b> Demonstrate understanding through recalling or ordering events and summarising sections of texts	Retell a well-known story giving the main events. Sequence images or events from a story.	Retell a story giving the main events. Sequence images or short sentences from a story. Using 'box it up' Talk For Writing strategies.	Retell a story giving the main events. Retell some important information they've found out from a text. Sequence images or short sentences from a story. Using 'box it up' Talk For Writing strategies. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.
<b>Respond to it</b> Develop personal opinion and reasoning about texts	Talk about a favourite book or story.	Discuss books they like and give reasons for choices	Justify their choices of books and their preferences from the books they have read or have had read to them

