

FEP Reading Comprehension Progression Grid

EYFS	3&4 Year Olds (F1/Nursery)	Children in Reception (F2)	ELGs for end of EYFS (Expected Level)
	<p>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</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p>	<p><u>Comprehension</u></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, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Domains (KS1 &2)	Y1/2	Y3/4	Y5/6
<p>1a draw on knowledge of vocabulary to understand texts</p> <p>2a give / explain the meaning of words in context</p>	<p>Find and copy two words that tell you character did XXXX</p> <p>What does this word tell you about character/mood/setting?</p> <p>The author used this word to describe XX What does it tell you about the character/setting?</p> <p>How has the author made you feel sad/happy/excited?</p>	<p>What does WORD mean?</p> <p>Find and copy one word that means...</p> <p>Choose the best words to match this description.</p> <p>Circle the word in the list that means the same as this one.</p>	<p>Find and copy one word or phrase that means...</p> <p>Circle the word that is closest in meaning to XXXX.</p> <p>Which word used is a synonym for XXX?</p> <p>Explain idiomatic language.</p> <p>How can you tell that X?</p> <p>What does [group of words] mean in this sentence?</p>
<p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p>	<p>Why did character agree to...?</p> <p>Why did character decide to...?</p> <p>What/where/which/when questions.</p> <p>Who are the main characters?</p> <p>Tick the part of the text I should read to find out about XXX.</p>	<p>Write three things that you are told about....</p> <p>Qs to retrieve figures from the text. (look for numbers)</p> <p>Question to retrieve names from text (look for capital letters)</p> <p>Label X on the picture</p> <p>What did character do after...?</p> <p>Where was character when...?</p> <p>Who is the narrator (through whose eyes)?</p>	<p>Tick one box in each row to show whether the statement is true or false.</p> <p>Use retrieval to fill the gaps in a table.</p> <p>What relation is character to character?</p> <p>Write down X things you are told about X.</p>
<p>1c identify and explain the sequence of events in texts</p> <p>2c summarise main ideas from more than one paragraph</p>	<p>How does the hero save the day?</p> <p>Does the baddy get what they deserve (comeuppance)?</p> <p>Why does character do XX in the middle of the story?</p> <p>Number these sentences/paragraphs 1-3 so they are the same order as the text.</p>	<p>Order events 1-4</p> <p>Which of these three e.g. best describes the purpose of the text?</p> <p>Write a subheading for this paragraph.</p>	<p>Order events 1-6.</p> <p>Tick the box to show the main purpose of each paragraph/text.</p>

<p>1d make inferences from the text</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Circle two words that show that character was....</p> <p>Which words give you the impression that character is the goodie? Baddie? Hungry? Rich? Poor?</p> <p>Why might the writer have decided to ...put a table/use that word...?</p>	<p>How can you tell that...? Why did character do/say...? Explain how character felt when... How does the way character speaks show their personality?</p>	<p>*Answers include Quotes from the text in inverted commas* How can you tell that...? Why did character do/say...? Explain how character felt when... What impression do you get of character? Why? When character says/does this, what does it imply about them as a person?</p>
<p>1e predict what might happen on the basis of what has been read so far</p> <p>2e predict what might happen from details stated and implied</p>	<p>Think about the setting, what might happen next? Are there any clues left by the writer to tell us what might happen next? Is character most like X/Y/Z? Why?</p>	<p>What might happen next? Why do you think that? Does this story remind you of another you have read?</p>	<p>*Answers include Quotes from the text in inverted commas* What might happen next? Why do you think that? Rank the possible next events from 1- 5 with 1 being least likely.</p>
<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p>		<p>How much time has passed and how do you know? Identify layout features Explain different forms in fiction e.g. fonts, pictures of texts within the text including subheadings, pictures, captions, brackets, tables Why did character do that? Draw lines to match given quotes to sections they appear in.</p>	<p>New fact - which paragraph would this be appropriate for? Explain use of ellipsis (NEVER to create suspense) Explain the use of bullet points, table, question. Do illustrations/diagrams help or hinder the reader?</p>
<p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>		<p>Why has the author used that noun/verb/adj? How has the author shown that...? Are we meant to like or dislike.... and how do you know? Explain why the author has included that simile. How does the author show us that character is feeling XXXX? In the story, XX is mentioned a lot. Why?</p>	<p>Find and copy the simile. metaphor, alliteration, adverb, noun... Why has the author used/ what effect was the author trying to create in using that simile. metaphor, alliteration, adverb, noun... Give another word that the author could have used to describe... How has the author made character seem bitter/lonely/angry...?</p>
<p>2h make comparisons within the text</p>		<p>How does character change from the beginning to the end? How are character and character the same? Different?</p>	<p>*Quotes from the text in inverted commas* How does character change from the beginning to the end? How are character and character the same? Different? What effect was the author trying to create when they included.....? How do characters' reactions to events differ and why has the author done that?</p>