# Progression of Reading Skills – Comprehending

| | Retrieval | Clarifying | Predicting | Summarising | Inferring | Evaluating |
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| **Mastery** | -Children are able to retrieve specific pieces of information. E.g. more than 1000 years ago<br>-Be able to identify a part of the text that is a synonym for another statement.<br>- Be able to use inference skills to answers retrieval questions. E.g. Why did mum want them to hurry up? So they wouldn't see her upset. But in the text it implies it. | -Identify words they do not know and have a range of strategies to work out the meaning.<br>- | -Are able to make specific predictions relating to a storyline or character based on evidence from the text, previous events and links or connections to something they have read/ experienced before. | -Are able to identify the key arguments in a non-fiction text.<br>-Are able to succinctly recount what has happened.<br>-Are able to identify how a character's emotions have developed through a section of the text. | -Are able to offer a range of options as to how a character is feeling, based on their actions/ speech. This could also be backed up by connections they have made. | -Be able to offer multiple reasons as to why a word or phrase has been well chosen.<br>-Be able to offer potentially better words or phrases. E.g. The snow blanketed the ground shows that everything is covered and that it looks smooth like a newly made bed.<br>-Judge why a specific piece of punctuation has been used E.g. the author has used an ellipsis to move back in time. |
| **Secure Comprehender** | -Are able to show their retrieval skills in answering true or false questions.<br>- Be able to retrieve multiple pieces of evidence to | -Able to answer find and copy the word questions for more complex words and phrases. | -Are able to make specific predictions relating to a storyline or character based on evidence from the text or things that have already happened. They are also able to make a prediction based on | -Are able to summarise succinctly what has happened in the story/ section of the story. | -Are beginning to make simple inference about a character based on their | -Be able to explain why a word has been well chosen. E.g. The snow blanketed the ground shows that everything is covered. |

| | | | more implied information and inference. | | | |
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| **Developing Comprehender** | Retrieve information that is not literally word for word. Use of synonyms E.g. How was the child moving through the school? The child was running quickly. | -Able to answer find and copy the word questions for more basic words and phrases. | -Can make simple predictions about what might happen next in the story or what a character might do using evidence from the text. | -Children are able to order events within a text, using numbering. | -Begin to make inferences about a setting or scene. E.g. It might start raining soon because it says the clouds were dark. | |
| **Early Understanding** | -Retrieve basic information either from reading the text or looking at the picture | -Identify words that the do not understand. However, they can look for clues from pictures to support them. | -Can make simple predictions about what might happen next in the story or what a character might do. | -To be able to articulate what has happened in the section they have read. | | |