

## Ferham's Reading Comprehension Progression KS1 and KS2

Domains (KS1 & 2)	Y1/2	Y3/4	Y5/6
1a draw on knowledge of vocabulary to understand texts 2a give / explain the meaning of words in context	Find and copy two words that tell you character did XXXX What does this word tell you about character/mood/setting? The author used this word to describe XX What does it tell you about the character/setting? How has the author made you feel sad/happy/excited?	What does WORD mean? Find and copy one word that means... Choose the best words to match this description. Circle the word in the list that means the same as this one.	Find and copy one word or phrase that means... Circle the word that is closest in meaning to XXXX. Which word used is a synonym for XXX? Explain idiomatic language. How can you tell that ...? What does [group of words] mean in this sentence?
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  2b retrieve and record information / identify key details from fiction and non-fiction	Why did character agree to...? Why did character decide to...?  What/where/which/when questions. Who are the main characters?  Tick the part of the text I should read to find out about XXX.	Write three things that you are told about... Qs to retrieve figures from the text. (look for numbers) Question to retrieve names from text (look for capital letters) Label X on the picture What did character do after... Where was character when...? Who is the narrator (through whose eyes)?	Tick one box in each row to show whether the statement is true or false.  Use retrieval to fill the gaps in a table.  What relation is character to character?  Write down X things you are told about X.
1c identify and explain the sequence of events in texts  2c summarise main ideas from more than one paragraph	How does the hero save the day? Does the baddy get what they deserve (comeuppance)? Why does character do XX in the middle of the story? Number these sentences/paragraphs 1-3 so they are the same order as the text.	Order events 1-4 Which of these three e.g. best describes the purpose of the text? Write a subheading for this paragraph.	Order events 1-6.  Tick the box to show the main purpose of each paragraph/text.
1d make inferences from the text  2d make inferences from the text / explain and justify inferences with evidence from the text	Circle two words that show that character was...  Which words give you the impression that character is the goodie? Baddie? Hungry? Rich? Poor? Why might the writer have decided to ...put a table/use that word...?	How can you tell that...? Why did character do/say...? Explain how character felt when... How does the way character speaks show their personality?	Answers include <b>quotes</b> 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?
1e predict what might happen on the basis of what has been read so far  2e predict what might happen from details stated and implied	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?	What might happen next? Why do you think that? Does this story remind you of another you have read?	Answers include <b>quotes</b> 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.
2f identify / explain how information / narrative content is related and contributes to meaning as a whole		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.	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?
2g identify / explain how meaning is enhanced through choice of words and phrases		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?	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...?
2h make comparisons within the text		How does character change from the beginning to the end? How are character and character the same? Different?	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?