

Reading Skills – Comprehension

Beginning reader	Early reader	Developing reader
<ul style="list-style-type: none"> ▪ Understands literal meaning of text read to them. ▪ Can connect reading to own experience. ▪ Retells stories. ▪ Can make predictions about appropriate stories. ▪ Knows that words decoded have meaning. ▪ Expects to understand what they have read. ▪ Joins in with stories and poems read aloud and recites some parts by heart. 	<ul style="list-style-type: none"> ▪ Can sequence main events. ▪ Can make connections between texts read. ▪ Can understand the main idea or message. ▪ Draws inferences about how a character feels based on how they might feel ▪ Draws inferences about how a character feels based on information given by the writer and illustrator. ▪ Uses retelling, prediction and questioning to ensure understanding. ▪ Can understand information and recount it. ▪ Can find information in appropriate texts. ▪ Notices language patterns in stories and poems. ▪ Can begin to understand how a writer’s word choices can create atmosphere or humour. 	<ul style="list-style-type: none"> ▪ Can look back at a book or section and understand key ideas, messages or information. ▪ Can use evidence from what has been read to make sensible predictions in narrative and non-narrative books. ▪ Can talk about characters’ actions and use clues from the text to support ideas. ▪ Can compare appropriate texts and say why they are similar or different. ▪ Can use the organisational features of non-fiction books to assess their usefulness. ▪ Can understand imagery in appropriate poems. ▪ Can notice the effects of rhyme and rhythm in poetry. ▪ Can say what they like and dislike about poems. ▪ Can understand and discuss picture books in the same way as written text.
Fluent reader	Fluent, experienced reader	Independent reader
<ul style="list-style-type: none"> ▪ Knows that fiction can take the reader into new worlds. ▪ Can discuss themes and ideas across a text and how character, setting etc. contribute ▪ Can understand narrative structures and how it can support the prediction of possible outcomes. ▪ Understands the structure of different non-fiction text types. ▪ Can understand point of view in non-fiction books. ▪ Can retrieve and collate information from different texts. ▪ Can summarise collated information. ▪ Can explain the effects of figurative language and literary features in poetry. 	<ul style="list-style-type: none"> ▪ Can draw inference for characters’ behaviour and motives based on evidence. ▪ Can comment on the writers’ craft in different texts and how this is linked to the purpose of the text. ▪ Can find themes in books and poems. ▪ Can understand how ideas or information are developed within a text. ▪ Can evaluate and analyse studied texts. ▪ Can identify how tension is created in narratives. ▪ Can explain how different texts appeal to the reader. ▪ Can compare the effects of figurative language in poetry which has a similar theme. 	<ul style="list-style-type: none"> ▪ Can relate reading to personal and reading experience. ▪ Can discuss the writers’ craft and intent in creating themes, mood and affecting the feelings and attitude of the reader with evidence from text. ▪ Can explain and deepen inferred meanings based on evidence from a whole text. ▪ Can use knowledge of language conventions and organisational features of different texts to support and enhance understanding. ▪ Can evaluate and make judgements about the effectiveness of purpose, composition and effect. ▪ Can recognise how literary techniques are used to affect and influence a reader.