

Progression in Comprehension Skills Years 1 – 6

Key Stage 1

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Content domain reference	Number of marks	Percentage of total mark
1a draw on knowledge of vocabulary to understand texts	1–8	3–20%
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16–32	40–80%
1c identify and explain the sequence of events in texts	0–3	0–8%
1d make inferences from the text	4–14	10–35%
1e predict what might happen on the basis of what has been read so far	0–2	0–5%

Selected or constructed response	Question types	Example questions
Selected response 30–50%	Multiple choice	What is Lucy looking for in the story? Tick one of the boxes below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the character to what they do in the story.
	Labelling	Label the text to show the title...
Short response 30–60%	Find and copy	Find and copy one word that shows...
	Short response	What does the bear eat?
Extended response 5–15%	Open-ended response	Why did Lucy write the letter to her grandmother? Give two reasons.

Mark tariffs	Range of marks at mark tariff
1 mark questions	34–36 marks
2 mark questions	2–6 marks (1–3 questions)

	Question Types	Process to Model
1a – vocabulary	<ul style="list-style-type: none"> • What does the word.....mean? • What does the word.....mean in this sentence? • Draw lines below to match the words to their meanings. • Find and copy two words that describe..... 	<ol style="list-style-type: none"> 1. Find the word in the text 2. Read the sentence with the word in 3. What extra information is that word giving us?
	<ul style="list-style-type: none"> • Find and copy the word that means..... • Which word in the text.....? 	<ol style="list-style-type: none"> 1. Think about what the word means 2. Find the word in the text you think might be the answer 3. Replace it with the given word in the question 4. Does it make sense?
1b – retrieval	<ul style="list-style-type: none"> • What.....? • Find and copy • Give one • Give two • Where.....? • When.....? • Draw lines to match. • Tick two points about • Put ticks in the table to show which sentences are true and which are false. 	<ol style="list-style-type: none"> 1. Think about what it is you are looking for (place name, date, key word) 2. Scan the text for where the information is 3. Look back at the question – what am I finding out? 4. Find the answer 5. Does this answer my question?
1c – sequencing	<ul style="list-style-type: none"> • Number the sentences below to show the order of events. 	<ol style="list-style-type: none"> 1. Find each event in the text and put a star by it 2. Look at which star comes first – that is number 1, then look for the next star which will be event number 2 etc
1d – inference	<ul style="list-style-type: none"> • How do you know that character is feeling... (sad/happy/cross) • What is the overall mood of the text and why do you think that? Why.....? • How do you know.....? • How can you tell.....? • Finish the sentence by ticking the correct option e.g. He did not tell the monster because <tick correct option> 	<ol style="list-style-type: none"> 1. Find where the event happened in the text 2. Are there clues to tell us how the character is feeling or what the setting is like? 3. What do the clues mean? 4. Answer with 'The character is feeling sad because +clue) or 'The setting is scary because + clue)
1e – prediction	<ul style="list-style-type: none"> • What do you think will happen next? • Why do you think the character is going to do that? • Why do you think that is going to happen? • What have you read to make you think that? 	<ol style="list-style-type: none"> 1. Think about what has happened so far 2. What might happen next and why? 3. Answer with 'I think that the character will _____ because _____'

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5–10	10–20%
2b retrieve and record information / identify key details from fiction and non-fiction	8–25	16–50%
2c summarise main ideas from more than one paragraph	1–6	2–12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8–25	16–50%
2e predict what might happen from details stated and implied	0–3	0–6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0–3	0–6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0–3	0–6%
2h make comparisons within the text	0–3	0–6%

Mark tariffs	Range of marks at mark tariff
1 mark questions	22–33 marks
2 mark questions	10–20 marks (5–10 questions)
3 mark questions	3–12 marks (1–4 questions)

Selected or constructed response	Question types	Example questions
Selected response 10–30%	Multiple choice	Where would you be most likely to see this text? Tick one of the options below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the text to the purpose.
	Labelling	Label the text to show the title.
Short constructed response 40–60%	Find and copy	Find and copy one word that suggests...
	Short response	What does the bear eat?
Extended constructed response 20–40%	Open-ended response	Look at the paragraph beginning: <i>Once upon a time...</i> How does the writer increase the tension throughout this paragraph? Explain fully referring to the text in your answer.

NC	DR Skill	Question Types	Process to Model
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2a – Give/ explain the meaning of words in context 10 – 20%	clarifying	Find and copy one word meaning..... Which word closely matches the meaning of the word...? Which word is closest in meaning to '_____'? Find a synonym for/antonym for...	1. Think about what the word means 2. Find a possible answer in the text 3. Replace the word 4. Does it make sense?
		Give the meaning of the word '_____' in this sentence. What does '_____' mean?	1. Find the word in the text 2. Read the sentence with the word in 3. What extra information is that word giving us?
		What does the word '_____' suggest about how.....? What does the word '_____' tell you about.....? Find and copy one word that tells you that.....? Find and copy one word that suggests that... Find and copy two different words from the sentence that show.....	1. Find the word in the text 2. Read the sentence with the word in 3. What does the word mean? 4. What extra information is that word giving us?
2b – Retrieve and record information / identify key details from fiction and non-fiction 16 – 50%	clarifying, summarising	Give two reasons why..... Tick one box in each row to show if the statement is true or false. In what year did....? Look at the paragraph..... How long did.....? Why.....? What.....? Who.....? When.....? Which.....? Give one piece of advice that.....? Write down three things you are told about..... Circle the best option to complete each sentence below. <i>(four options given based on retrieving the information from the text)</i>	1. Look for a key word in the question and scan for that word in the text to find where the answer will be When = look for a date, day, month, etc Who = look for names (capitals) Where = look for place names (capitals) 2. Look back at the question – what are you scanning for? 3. Read the information to find the answer 4. Reread your answer – does it answer the question?
2c – Summarise main ideas from more than one paragraph 2 – 12%	summarising	Number the following events 1 – 5 to show the order in which they happened. Number the events from 1 – 6 to show the order in which they appear in the text.	1. Find where each event happens in the text and underline it 2. Look back at the first thing you have underlined – record it as number 1 3. Look at the next underlined section – record it as number 2 etc
		Which of the following would be most suitable as a summary of the whole text? What could the title of this section be? What is the main message of the text?	1. Look back over the text 2. Ensure you summarise the whole text and not just one part 3. Check each section of the text – does your summary work for each part?
2d – Make inferences from the text / explain and justify inferences with evidence from the text 16 – 50%	inferring (using evidence to support)	How can you tell that.....? Why was.....? Why does.....? What was.....? (<i>Where the answer is implied but not said</i>) How do you know that.....? In what way does.....? What evidence is there that.....? <i>Make a statement about a character's feelings. How can you tell this from his actions?</i>	1. Read the question carefully to understand what clues you are looking for 2. Find the section of text where the answer might be 3. Read the section carefully looking for clues 4. Write down the clues that you were looking for

		<p>Tick whether the statement is fact or opinion. ' _____ ' Explain what this description suggests about the</p>	<p>5. Check your answer clearly answers the question 1 mark = one clue 2 marks = two clues 3 marks = three clues</p>
		<p>What impression of the character/setting do you get from this paragraph/these two paragraphs? In what ways might the character appeal to the reader? What does the paragraph tell you about his character? How does his mood change?</p>	<p>1. Read the paragraph carefully 2. Think about the impression you form and which parts of the text inform that opinion 3. Write down two impressions with evidence for each of them or one impression 4. If the question is about a mood changing or an opinion changing, you must write down the before and after</p>
<p>2e – Predict what might happen from details stated and implied o – 6%</p>	<p>predicting</p>	<p>Do you think the character will change their behaviour next time? Do you think the character will act differently next time? Do you think they would do this again? What do you think the character would say after this event? Based on the last paragraph, what do you think the character will do next?</p>	<p>1. Give an opinion 2. Back it up with evidence based on what has happened so far Eg. <i>I think the character will listen to the advice next time because she ignored it this time and she got into a lot of danger by nearly getting attacked</i></p>
<p>2f – Identify / explain how information / narrative content is related and contributes to meaning as a whole o - 6%</p>	<p>making connections, evaluating</p>	<p>Draw lines to match each part of the story with the correct quotations from the text. <i>(setting, past actions, action, lesson)</i> Draw lines to match each section to its main content. What is the purpose of this section?</p>	<p>1. Look for the obvious connections first 2. Look back at the sections to help if needed</p>
<p>2g – Identify / explain how meaning is enhanced through choice of words and phrases o – 6%</p>	<p>clarifying, inference, evaluating</p>	<p>Why did the author choose to use this simile/metaphor/description? What does the comparison tell you about.....? ' _____ ' What does this description suggest about the boat? ' _____ ' Give two impressions this gives you about the _____? Explain how the descriptions support the idea that.....</p>	<p>1. Find the example in the text 2. Read the sentence before and after to understand why this language is used 3. Think about what the words are telling you 4. Reread the question and ensure your answer is appropriate</p>
		<p>How does the author create suspense?</p>	<p>1. Find the section in the text 2. Do not write about sentence techniques like short sentences, repetition etc 3. Look for examples of events in the text that build suspense <i>E.g</i> <i>We hear a noise but don't know what it is</i> <i>They refer to the subject as he but we don't know who he is</i> <i>It goes all dark/silent etc</i></p>

		<p>How are some of the words emphasised in the section? How does the author emphasis</p> <p>Why are italics used for the word '_____ '? Why are the words in bold? Why is the word '_____ ' in inverted commas?</p>	<p>By using bold word, capitals, italics, inverted commas, underlined words</p> <ol style="list-style-type: none"> 1. Never answer ' to make it stand out' 2. Look again at the word: <i>It's a key word</i> <i>It's a pun/joke/play on words</i> <i>It's a new word</i> <i>To emphasise how big/tall/quiet etc it was</i>
<p>zh – Make comparisons within the text</p> <p>o – 6%</p>	<p>making connections</p>	<p>What makes this story a fantasy story/suspense story etc?</p>	<ol style="list-style-type: none"> 1. Think about 2 key features of the genre 2. Write each feature and an example from the text to show it is that genre Eg. <i>fantasy because there are made up creatures like the monster and the animals talk like the gorilla</i>
		<p>Where would you expect to find the text.....?</p>	<ol style="list-style-type: none"> 1. Rule out the options that are definitely not a possible answer 2. Think about the purpose of the text, where is it most likely to be found?