MORLEY
PRIMARY SCHOOL

ASPIRE








Reading Comprehension Strategy Progression at Morley Primary School

This progression document is in conjunction with ASPIRE Skills Guide. Please reference the guide for further information.

Year 1:

Ask		I can begin to ask questions about my reading
Summarise		I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. I can explain clearly my understanding of what is read to me
Predict		I can predict what might happen on the basis of what has been read so far
Interpret		I can draw on what I already know or on background information and vocabulary provided by the teacher I can make inferences on the basis of what is being said and done
Retrieve		I can check that the text makes sense to me as I read and correct inaccurate reading I can explain clearly my understanding of what is read to me
Explain		I can discuss word meanings, linking new meanings to those already known

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Year 2:

Ask		I can ask and answer questions.
Summarise		I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently I can discuss the sequence of events in books and how items of information are related. I can become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. being introduced to non-fiction books that are structured in different ways I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.
Predict		I can predict what might happen on the basis of what has been read so far
Interpret		I can draw on what I already know or on background information and vocabulary provided by the teacher. I can make inferences on the basis of what is being said and done
Retrieve		I can check that the text makes sense to me as they read and correcting inaccurate reading
Explain		I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. I can discuss my favourite words or phrases I can recognise simple recurring literary language in stories and poetry

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Year 3/4:

Ask		I can ask questions to improve my understanding of a text. I can begin to use the Question Matrix to ask different styles of questions. I can ask shallow and deeper questions. I can ask open and closed questions
Summarise		I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, clarifying their thoughts and opinions with evidence from the text. I can read books that are structured in different ways and reading for a range of purposes. I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally I can identify themes and conventions in a wide range of books I can identify main ideas drawn from more than one paragraph and summarise these
Predict		I can predict what might happen from details stated and implied
Interpret		I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. I can identify how language, structure, and presentation contribute to meaning
Retrieve		I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. I can retrieve and record information from non-fiction I can recognise some forms of poetry.
Explain		I can use dictionaries to check the meaning of words that I have read I can discuss words and phrases that capture the my interest and imagination

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Year 5 and 6:

Ask		I can ask questions to improve my understanding – Use the question matrix for asking different levels of questions from shallow to deep and identify which question starter styles are appropriate for each ASPIRE style question. I can ask fact or opinion style questions.
Summarise		I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. I can recommend books that I have read to my peers, giving reasons for my choices. I can identify and discuss themes and conventions in and across a wide range of writing. I can make comparisons within and across books. I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Predict		I can predict what might happen from details stated and implied
Interpret		I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence I can identify how language, structure and presentation contribute to meaning I can distinguish between statements of fact and opinion I can provide reasoned justifications for my views
Retrieve		I can read books that are structured in different ways and reading for a range of purposes. I can check that the book makes sense to me. I can retrieve, record and present information from non-fiction
Explain		I can check my understanding and exploring the meaning of words in context. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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