A scope and sequence of comprehension skills

Based on *Australian Curriculum – English, National Literacy Learning Progression, NAPLaN Reading, PAT-R skills, Fountas & Pinnell The Continuum of Literacy Learning*

NAPLaN Reading		
Literal	**Recall**	recognise or recall information
	Translation	change information into a different form — it might involve paraphrasing the ideas or restating them in terms or forms other than those in the text
Inferential	**Interpretation**	identify the relationships among ideas, definitions, facts and values — these would involve such relationships as comparisons, cause and effect — they involve a minimum of higher-order thinking as the reader/learner needs only to respond to and manipulate ideas in the text
Higher-order inferential	**Application**	solve real-life problems by extrapolating what it is in the text — readers/learners need to combine ideas from the text with prior knowledge
	Logical Analysis	analyse and judge the quality of the logic inherent in the text — readers/learners might, for example, identify fallacies or particular points of view represented in a text
Creative	**Synthesis**	respond to a problem or idea with original and creative thinking
	Evaluation	make judgments with respect to specific criteria

RI: Retrieving directly stated information (LITERAL)	This aspect of reading requires the location of explicitly stated, discrete pieces of information in the passage when there is a close match between the wording of the item and the sentence in the passage that gives the answer. Generally, students need to identify a synonymous match between the relevant piece of information in the passage and the correct option in the passage.
RF: Reflecting on texts (TEXT KNOWLEDGE)	This aspect of reading requires consideration in the passage in the light of external knowledge about the form or content. For example, recognition of a text type requires prior knowledge of text types. Identification of the persuasive strategy that a writer uses at a point in the passage requires prior knowledge of persuasive strategies. Students may also reflect on their everyday knowledge to identify potential problems in the ideas suggested by a passage or to hypothesise reasons for the structure, organisation or selection of the content of the passage.
IE: Interpreting explicit information (LINKING ACROSS TEXT)	This aspect of reading requires linking and combining explicitly stated pieces of information across several sentences, or sections of a passage. Generally, students need to recognise a paraphrase or rewording of the information in the passage in the correct option in the item.
II: Interpreting by making inferences (INFERRING)	This aspect of reading requires 'reading between the lines' to identify information that is suggested or implied by the passage, such as a character's feelings, the unstated outcome of an event, the purpose of a persuasive text or a likely explanation. Generally, students need to recognise the expression of ideas, thoughts, feelings or possibilities that are supported by clues in the passage but are not directly stated.

Yr. Level	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: Monitoring Understanding	▪ Re-reads to problem solve ▪ Rereads to search for and use information ▪ Uses prior knowledge to self-monitor and self correct ▪ Begins to cross-check visual and printed information ▪ Self monitors and self corrects using meaning in text and pictures	▪ Uses two or more sources of information – meaning, language structure, visual information to self monitor and self correct ▪ Self corrects closer to the point of error ▪ Realises when more information is needed to understand a text ▪ Self-corrects when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge	▪ Self corrects at point of error (or before overt error) ▪ Uses multiple sources of information to monitor and self correct	▪ Self corrects when errors detract from the meaning of the text ▪ Consistently checks on understanding and searches for information when meaning breaks down ▪ Continues to monitor accuracy and understanding, self correcting when errors detract from meaning
	Year 4	**Year 5**	**Year 6**	**Year 7**
	▪ Continues to monitor accuracy and understanding, self correcting when errors detract from meaning	▪ Continues to monitor accuracy and understanding, self correcting when errors detract from meaning	▪ Continues to monitor accuracy and understanding, self correcting when errors detract from meaning ▪ Monitors understanding closely, searching for information within and outside the text when needed	▪ Continues to monitor accuracy and understanding, self correcting when errors detract from meaning ▪ Monitors understanding closely, searching for information within and outside the text when needed

	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: *Making Connections*	▪ Talks about own experiences in relation to the text ▪ Makes and discusses connections between texts and the reader's personal experience ▪ Makes connections between texts on the same topic or with the same content ▪ Identifies recurring characters when applicable ▪ Makes connections between texts that are alike in some way (topic, ending, characters) ▪ Talks about what is real and imagined in texts	▪ Makes and discusses connections between texts and the reader's personal experience ▪ Brings knowledge from personal experiences to the interpretation of characters and events ▪ Makes connections between texts that are alike in some way (topic, ending, characters) ▪ Recognises and applies attributes of recurring characters where relevant ▪ Notices and comments on the connection between the print and the pictures ▪ Makes connections between the text and other texts that have been read or heard ▪ Brings background knowledge to the understanding of a text before, during and after reading ▪ Makes connections between the text and students' own experiences, and between information in print and images	▪ Brings knowledge from personal experience to the interpretation of characters and events ▪ Brings background knowledge to the understanding of a text before, during and after reading ▪ Makes connections between the text and other texts that have been read of heard ▪ Specifies the nature of connections (topic, content, type of story, writer) ▪ Makes connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic ▪ Makes connections between information in print and images ▪ Makes connections between a pronoun reference across adjacent sentences	▪ Brings knowledge from personal experience to the interpretation of characters and events ▪ Brings background knowledge to the understanding of a text before, during and after reading ▪ Makes connections between the text and other texts that have been read of heard ▪ Specifies the nature of connections (topic, content, type of story, writer) ▪ Brings knowledge from personal experience to the interpretation of characters and events that are not within the readers' experience ▪ Uses knowledge from one text to help in understanding diverse cultures and settings encountered in new texts ▪ Specifies the nature of connections (topic, content, type of story, writer) ▪ Makes connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places and different times ▪ Makes connections between the text and own experience and other texts ▪ Makes connections between the information in print and images

	Year 4	Year 5	Year 6	Year 7
Comprehension Strategy: *Making Connections*	▪ Makes connections between the text and own experience and other texts ▪ Makes connections between the information in print and images ▪ Makes connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places and different times ▪ Makes connections between the text and other texts that have been read or heard ▪ Brings background content knowledge to understanding a wide variety of fiction and non-fiction texts ▪ Uses knowledge from one text to help in understanding diverse cultures and settings encountered in new texts ▪ Specifies the nature of connections (topic, content, type of story, writer) ▪ Makes connections between characters in different texts (similar setting, type of problem, type of person) ▪ Brings knowledge from personal experiences to the interpretation of characters and events, particularly content and situation related to pre-adolescents	▪ Makes connections between the text and own experience and other texts ▪ Makes connections between the information in print and images ▪ Brings background knowledge to the understanding of a text before, during and after reading ▪ Brings knowledge from personal experiences to the interpretation of characters and events, particularly content and situation related to pre-adolescents ▪ Makes connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ▪ Uses knowledge from one text to help in understanding diverse cultures and settings ▪ Specifies the nature of connections (topic, content, type of story, writer) ▪ Makes connections between characters in different texts (similar setting, type of problem, type of person) ▪ Connect and compare texts within genres and across genres ▪ Connects characters across texts and genre by circumstances, traits or actions ▪ Specifies the nature of connections (topic, content, type of story, writer)	▪ Brings knowledge from personal experiences to the interpretation of characters and events, particularly content and situation related to adolescents ▪ Makes connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ▪ Connects characters across texts and genre by circumstances, traits or actions ▪ Specifies the nature of connections (topic, content, type of story, writer) ▪ Makes connections between the social and moral issues of today and those represented in realistic and historical fiction, in biography and in the imaginary worlds of high fantasy ▪ Makes connections between satirical literature and the social issues they represent	▪ Brings knowledge from personal experiences to the interpretation of characters and events, particularly content and situation related to adolescents ▪ Makes connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ▪ Connects characters across texts and genre by circumstances, traits or actions ▪ Specifies the nature of connections (topic, content, type of story, writer) ▪ Makes connections between the social and moral issues of today and those represented in realistic and historical fiction, in biography and in the imaginary worlds of high fantasy ▪ Makes connections between satirical literature and the social issues they represent

	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: *Questioning*	- Asks questions to clarify meaning or get information - Answers literal questions related to texts read aloud - Answers who, what, when, where and how questions after listening to or reading paragraphs - Responds to stories by answering and asking questions, discussing ideas - Answers and asks explicit questions form listening to or reading information texts - Uses questioning models such as 4H (here, hidden, head, heart) with support - Retrieves directly stated information	- Searches for specific facts during reading - Searches for specific facts in informational texts - Identifies and answers questions about characters, settings and events - Begins to answer questions that require inference about setting and characters - Answers and asks explicit questions form listening to or reading information texts – why and how - Uses questioning models such as 4H (here, hidden, head, heart) with support	- Predicts, asks and answers questions during reading, summarising and reviewing meaning - Differentiates between questions that are "in the book" and questions that are "in my head" - Uses questioning models such as 4H (here, hidden, head, heart) and differentiates question types - Answers questions about main characters, settings and events. - Answers and asks explicit questions form listening to or reading information texts – why and how - Answers what-if, how and why questions	- Form implicit questions and search for answers while reading - Makes predictions and asks and answers questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic - Answers literal, inferential and evaluative questions - Answers and asks explicit questions form listening to or reading information texts – why and how - Uses questioning models such as 4H (here, hidden, head, heart) independently
	Year 4	**Year 5**	**Year 6**	**Year 7**
	- Finds specific literal information - Asks and answers questions - Asks and answers inferential questions - Answers and asks explicit questions form listening to or reading information texts – why, how, when, where - Uses questioning models such as 4H (here, hidden, head, heart) independently - Locates directly stated information in the presence of competing information	- Finds specific literal information - Asks and answers questions - Generates a range of literal and inferential questions using a scaffold e.g. 4H (here, hidden, head, heart) independently	- Finds specific literal information - Asks and answers questions – literal, inferential, evaluative - Uses questioning models such as 4H (here, hidden, head, heart) independently	- Uses questioning models such as 4H (here, hidden, head, heart) independently - Checks authenticity of texts when questions arise - Asks critical questions independently

QAR – What kind of question is it?

Right there

The answer can be found right there **in the text**.

Think and search

The answer is **in the text** but it may not use the same language that is used in the question and you may have to look in different places to find it.

Author and me

The answer is **not in the text**. You need to use your own background knowledge and what the author has told you to come up with the answer.

On my own

The answer is **not in the text**. You need to use your own background knowledge. You could even answer the question without reading the text. The question must 'stand alone'.

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– adapted from Raphael (1982)

	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: *Inferring*	- Understands characters' feelings and reveals through talk or drawing - Makes predictions based on information in the pictures - Predicts the end of the story based on reading the beginning and the middle - Makes predictions based on personal experience and knowledge - Uses knowledge of language structure to anticipate the text - Notices and appreciates humour - Shows evidence in the print or pictures to support inferences - Combines information from adjacent sentences	- Uses knowledge of language structure to anticipate the text - Makes predictions using language structure - Predicts the end of the story based on reading the beginning and the middle - Infers and talks about characters' feelings, motives and attributes - Infers characters' feelings from their dialogue - Shows empathy for characters and infers their feelings and motivations - Shows evidence in the print or pictures to support inferences - Infers and talks about causes for feelings, motives and actions - Sees changes in characters across time and articulate possible reasons for development - Infers causes and effects as implied in the text - Justifies inferences with evidence from the text - Infers cause and effect in influencing characters' feelings or underlying motives - Infers causes or problems or of outcomes in fiction and non-fiction text - Makes predictions from the cover, from illustrations and at points in the text before reading on	- Uses text structure to predict the outcome of a narrative - Makes predictions about the solution to the problem of a story - Makes predictions based on personal experience, content knowledge and knowledge of similar texts - Justifies predictions using evidence - Predicts what characters will do based on the traits revealed by the writer - Demonstrates understandings of characters, using evidence from text to support statements - Infers characters' feelings and motivations through reading their dialogue - Shows understanding of characters and their traits - Infers cause and effect in influencing characters' feelings or underlying motives - Infers causes of problems or of outcomes in fiction and non-fiction texts - Searches for and uses information to confirm or disconfirm predictions - Generates or reacts to alternative understandings of a text - Makes valid inferences using information in a text and own prior knowledge - Makes generalisations – from paragraphs, tables, sections	- Uses text structure to predict the outcome of a narrative - Makes predictions based on personal experience, content knowledge and knowledge of similar texts - Searches for and uses information to confirm or disconfirm predictions - Justifies predictions using evidence - Continues to predict what characters will do based on the traits revealed by the writer - Demonstrates understandings of characters, using evidence from text to support statements - Infers characters' feelings and motivations through reading their dialogue - Sees changes in characters across time and articulate possible reasons for development - Infers causes of problems or of outcomes in fiction and non-fiction texts - Identifies significant events and tell how they are related to the problem of the story or the solution - Follows multiple characters in different episodes inferring their feelings about each other - Infers the reason for opinions

	Year 4	Year 5	Year 6	Year 7
Comprehension Strategy: Inferring	▪ Infers meaning from the ways communication occurs in digital environments including interplay between words, images, sounds ▪ Infers characters' feelings and motivations through reading their dialogue and what other characters say about them ▪ Follows multiple characters in different episodes, inferring their feelings about each other ▪ Demonstrates understandings of characters (their traits, how and why they change) using evidence to support statements ▪ Takes perspectives that may be unfamiliar in interpreting characters' motives, cause for action or themes ▪ Infers the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today ▪ Speculates on alternative meanings that the text may have ▪ Infers causes of problems or of outcomes in fiction and non-fiction texts ▪ Identifies significant events and tell how they are related to the problem of the story or the solution ▪ Applies inferring to multiple characters and complex plots with some sub-plots ▪ Infers the purpose of a table	▪ In texts with multiple complex characters, infers traits, motivations and changes through how the writer describes them, what they do, what they say and think, and what other characters say about them ▪ Infers characters' or subjects' thinking processes and struggles at key decisions points in their lives in fiction or biography ▪ Infers the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today ▪ Infers the meaning of symbols (objects, events, motives, characters) that the writer uses to convey and enhance meaning ▪ Infers causes of problems or of outcomes in fiction and non-fiction texts ▪ Identifies significant events and tell how they are related to the problem of the story or the solution ▪ In fiction or biography, infer characters' or subjects' thinking processes and struggles at key decision points in their lives ▪ Infers the reason for instructions	▪ Uses prior knowledge and textual information to make inferences and predictions ▪ In texts with multiple complex characters, infers traits, motivations and changes through examining how the writer describes them, what they say or do, what they say or think and what other characters say about them ▪ Infers characters' or subjects' thinking processes and struggles at key decisions points in their lives in fiction or biography ▪ Infers the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today ▪ Infers the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning ▪ Infers causes of problems or of outcomes in fiction and non-fiction texts ▪ Identifies significant events and tell how they are related to the problem of the story or the solution ▪ In fiction or biography, infers characters' or subjects' thinking processes and struggles at key decision points in their lives	▪ In texts with multiple complex characters, infers traits, motivations and changes through examining how the writer describes them, what they say or do, what they say or think and what other characters say about them ▪ In fiction or biography, infers characters' or subjects' thinking processes and struggles at key decision points in their lives ▪ Infers the feelings of characters who have severe problems, with some texts explicitly presenting mature issues (sexuality, murder, abuse, war, addiction) ▪ Infers the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today ▪ Infers the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning ▪ Infers causes of problems or of outcomes in fiction and non-fiction texts ▪ Identifies significant events and tell how they are related to the problem of the story or the solution

	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: *Visualising & Visual Literacy*	▪ Talks about the pictures, revealing interpretation of a problem or of a character's feelings ▪ Searches for and uses information in pictures ▪ Notes and points out connections between the print and pictures ▪ Shares opinions about illustrations ▪ Visualises elements in a text (for example drawing an event or character from a text read aloud) ▪ Begins to use simple graphic organisers to represent a story or sequence of events, descriptions ▪ Identifies some text features such as photographs, titles, diagrams ▪ Matches a picture to information in the text	▪ Makes predictions using picture information ▪ Notices and comments on the connection between the print and the pictures ▪ Notices and discuss how writers or illustrators use layout and print features for emphasis ▪ Identifies parts of a text – beginning, series of episodes, end ▪ Notices and uses graphics such as labels and captions for pictures and simple diagrams ▪ Notices and speculates why the writer has selected information to present in particular ways e.g. photograph, caption, boxes, pictures using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading	▪ Notices variety in layout (words in bold or larger font, or italics) ▪ Identifies the important aspects of illustrations – design related to the meaning of texts ▪ Demonstrates the ability to understand how a text is organised through diagrams or talk ▪ Uses a wider range of graphic organisers to summarise a text e.g. story map, sequence chart	▪ Notices variety in layout (words in bold or larger font, or italics) ▪ Identifies the important aspects of illustrations – design related to the meaning of texts ▪ Demonstrates the ability to understand how a text is organised ▪ Notices how the author or illustrator has used illustrations and other graphics to convey meaning ▪ Analyses the way illustrations help to construct meaning and interprets different types of illustrations and graphics ▪ Uses graphic organisers to summarise cause and effect, problem and solution

	Year 4	Year 5	Year 6	Year 7
	▪ Describes the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them ▪ Creates mental images	▪ Notices how the author or illustrator has used illustrations and other graphics to convey meaning or create mood ▪ Searches for and uses information in a wide range of graphics and integrates that information with the print (table of contents, glossary, headings and sub-headings. Call-outs, pronunciation guides, index)	▪ Searches for and uses information in a wide range of graphics and integrates information from print ▪ Uses a wide range of text features to gain information ▪ Uses a range of graphic organisers to summarise the underlying structure and key information from texts – description, sequence, cause and effect, problem and solution, question and answer	▪ Searches for and uses information in a wide range of graphics and integrates with information from print (for example pictures, charts, captions, diagrams, illustrations with labels, maps) ▪ Uses a range of graphic organisers to summarise the underlying structure and key information from texts – description, sequence, cause and effect, problem and solution, question and answer

	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: *Determining Importance*	▪ Understands how the ideas in the book are related to each other and the main idea ▪ Understands how the ideas in the book are related to the title ▪ Identifies main ideas from listening to or reading a small section of text	▪ Understands that a story has a beginning, a series of events and an end ▪ Recognises whether a text is fiction or non-fiction ▪ Recognises and discusses how print layout or features are used to reflect meaning and importance (e.g. font size, bold words) ▪ Recognises when the writer is presenting a sequence of events or a set of directions ▪ Recognises an information text by its features ▪ Identifies characteristics of genre (simple fantasy, simple factual texts, realistic fiction) ▪ Notices, searches for, remembers and discusses information that is important to understanding ▪ Notices some characteristics of genre e.g. traditional, literary and descriptive language ▪ Understands and talks about when a writer has used underlying structures e.g. description, compare and contrast, temporal sequence, problem and solution ▪ Uses chapter titles to foreshadow content	▪ Understands and talks about when a writer has used underlying structures e.g. description, compare and contrast, temporal sequence, problem and solution ▪ Infers the big idea or message (theme) of a text ▪ Understands and talks about when a writer has used underlying structures e.g. description, compare and contrast, temporal sequence, problem and solution ▪ Identifies the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts ▪ Identifies the message of a text	▪ Infers the big idea or message (theme) of a text ▪ Infers the big ideas or themes of a text and discusses how they are applicable to people's lives today ▪ Determines important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification ▪ Understands and uses some text features that signal importance such as bold headings, repeated information ▪ Identifies the message of a narrative text ▪ Interprets the main purpose of a persuasive text

	Year 4	Year 5	Year 6	Year 7
Comprehension Strategy: *Determining Importance*	▪ Finds the main idea of a text ▪ Understands and talks about when a writer has used underlying structures e.g. description, compare and contrast, temporal sequence, problem and solution, cause and effect) ▪ Understands purpose – the author's purpose for writing the text and the reader's purpose for reading it ▪ Identifies main idea in a persuasive text	▪ Notices aspects of genre (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoirs, diaries and other nonfiction, hybrid texts) ▪ Identify the selection of genre in relation to inferred writers purpose for a range of texts ▪ Understands and talks about when a writer has used underlying structures e.g. description, compare and contrast, temporal sequence, problem and solution, cause and effect) ▪ Notice the structure of complex plots in fiction and the organisation of text structure in non-fiction and sometimes show in a graphic organiser or diagram ▪ Discuss the selection of text type / genre in relation to the author's purpose ▪ Identifies the main idea of a text as well as supporting details	▪ Finds the main idea of a text ▪ Uses a wide range of text features such as headings, bold print, topic sentences to determine main ideas and supporting details ▪ Notices aspects of genre (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoirs, diaries and other nonfiction, hybrid texts) ▪ Identify the selection of genre in relation to inferred writers purpose for a range of texts ▪ Understands and talks about when a writer has used underlying structures e.g. description, compare and contrast, temporal sequence, problem and solution, cause and effect) ▪ Identifies complex themes of fiction texts (e.g. hypocrisy, freedom, diversity) and backs up ideas with examples for the text	▪ Notices aspects of genre (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoirs, diaries and other nonfiction, hybrid texts) ▪ Identify the selection of genre in relation to inferred writers purpose for a range of texts ▪ Understands and talks about when a writer has used underlying structures e.g. description, compare and contrast, temporal sequence, problem and solution, cause and effect) ▪ Finds the main idea of a text ▪ Uses a wide range of text features such as headings, bold print, topic sentences to determine main ideas and supporting details ▪ Identifies complex themes of fiction texts (e.g. hypocrisy, freedom, diversity) and backs up ideas with examples for the text

	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: *Summarising*	▪ Remembers what the story is about during reading ▪ Remembers details while reading ▪ Remembers information to help understand the end of a story ▪ Remembers important information ▪ Discusses the text after reading remembering important information or details of a story ▪ Understands and identifies a simple sequence of events in a story ▪ Provides a simple, correctly-sequenced retelling of narrative texts ▪ Relates one or two key facts from informative texts	▪ Remember information to help understand the end of a story ▪ Recall or retell the important information in or events from the text ▪ Recall important details after reading a text ▪ Understand and talk about a simple sequence, events or steps ▪ Recall a series of events in order ▪ Provide an oral summary of a text with appropriate details in sequence ▪ Follow and reflect in discussion the multiple events of a story ▪ Identify and understand a set of related ideas in a text ▪ Summarise narratives with multiple episodes as part of the same simple plot ▪ Identifies and understands a set of related ideas in a text ▪ Understands the problem (complication) of a story and its solution (resolution) ▪ Summarises a longer narrative text with multiple episodes ▪ Draws events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical	▪ Follows and remembers a series of events over a longer text in order to understand the ending ▪ Reports episodes in a text in the order they happened ▪ Summarises ideas in a text and tells how they are related ▪ Summarises a longer narrative with multiple episodes ▪ Identify important ideas in a text and report them in an organise way orally or in writing ▪ Understand the problem of a story and its solution	▪ Follows and remembers a series of events over a longer text in order to understand the ending ▪ Identify and understand sets of related ideas organised into categories ▪ Summarises a text at intervals during the reading of a longer text ▪ Summarises a longer narrative with multiple episodes ▪ Identifies important ideas in a text and reports them in an organised way orally or in writing

	Year 4	Year 5	Year 6	Year 7
Comprehension Strategy: *Summarising*	▪ Summarises longer narrative texts with multiple episodes either orally or in writing ▪ Identifies important ideas in a text (including some longer and more complex narratives) and reports them in an organised way orally or in writing ▪ Summarises a text at intervals during the reading of a longer text ▪ Remembers the story problem or plot as well as important information, over a longer text in order to continue to construct meaning ▪ Remembers information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes ▪ Follows and remembers a series of events over a longer text in order to understand the ending ▪ Remembers important information about the plot and characters over the reading of a larger text in order to continually construct meaning ▪ Summarises the overall idea in a persuasive text ▪ Summarises an argument	▪ Identifies important ideas and information (longer texts with chapters and sometimes multiple texts) ▪ Organises important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing	▪ Summarises a text or part of a text ▪ Identifies important ideas and information (longer texts with chapters and sometimes multiple texts) and organise them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing ▪ Exercises selectivity in summarising the information in a text (most important ideas and information focused by the reader's purpose) ▪ Constructs summaries that are concise and reflect the important and overarching ideas and information in texts	▪ Identifies important ideas and information (longer texts with chapters and sometimes multiple texts) and organise them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing ▪ Exercises selectivity in summarising the information in a text (most important ideas and information focused by the reader's purpose) ▪ Constructs summaries that are concise and reflect the important and overarching ideas and information in texts

	Reception	Year 1	Year 2	Year 3
Comprehension Strategy: *Synthesising*	▪ Talks about what the reader already knows relative to information in the text ▪ Talks about what the reader already knows about a topic or character prior to reading ▪ Identifies new information in text and pictures ▪ Remembers new information for discussion ▪ Shows evidence in the text of new ideas or information	▪ Identifies what reader already knows relative to information in the text ▪ Discusses prior knowledge of content prior to reading ▪ Identifies new information in text and pictures ▪ Acquires and reports information from the text ▪ Talks about what the reader already knows about a topic or character prior to reading ▪ Shows evidence in the text of new ideas or information ▪ Interpret and talk about characters' underlying motivations, attributes and feelings ▪ Relates the content of the text to what is already known ▪ Differentiates between what is known and new information ▪ Demonstrates learning new content from reading ▪ Expresses changes in ideas after reading a text	▪ Differentiates between what is known and new information ▪ Demonstrates learning new content from reading ▪ Expresses changes in ideas after reading a text	▪ Differentiates between what is known and new information ▪ Demonstrates learning new content from reading ▪ Demonstrates changing perspectives as a story unfolds ▪ Synthesises information across a longer text ▪ Expresses changes in ideas after reading a text ▪ Mentally forms categories of related information and revises them as new information is acquired across the text

	Year 4	Year 5	Year 6	Year 7
Comprehension Strategy: *Synthesising*	▪ Mentally forms new categories of reacted information and revise them as new information is acquired across the text ▪ Demonstrates learning new content from reading ▪ Expresses changes in perspective and ideas across the reading as event unfold after reading the text ▪ Demonstrates changing perspectives as events in a story unfold, particularly applied to people and cultures different from the reader's own ▪ Through reading both fiction and non-fiction texts about diverse cultures, times, places acquires new content and perspectives ▪ When reading chapters, connected short stories or sequels incorporates new knowledge to better understand characters and plots from materials previously read ▪ Generalises about information in a persuasive text	▪ Mentally forms new categories of reacted information and revise them as new information is acquired across the text ▪ Integrates existing content knowledge with new information from a text to consciously create new understandings ▪ Expresses changes in perspective and ideas across the reading as event unfold after reading the text ▪ Acquires new content and perspectives through reading both fiction and non-fiction texts about diverse cultures, times and places ▪ Uses situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives ▪ When reading chapters, connected short stories or sequels incorporates new knowledge to better understand characters and plots from materials previously read	▪ Mentally forms categories of related information and revise them as new information is acquired across the text ▪ Integrates existing content knowledge with new information from a text to consciously create new understandings ▪ Expresses changes in perspective and ideas across the reading as event unfold after reading the text ▪ Acquires new content and perspectives through reading both fiction and non-fiction texts about diverse cultures, times and places ▪ Uses situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives ▪ When reading chapters, connected short stories or sequels incorporates new knowledge to better understand characters and plots from materials previously read	▪ Mentally forms categories of related information and revise them as new information is acquired across the text ▪ Integrates existing content knowledge with new information from a text to consciously create new understandings ▪ Expresses changes in perspective and ideas across the reading as event unfold after reading the text ▪ Acquires new content and perspectives through reading both fiction and non-fiction texts about diverse cultures, times and places ▪ Uses situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives ▪ When reading chapters, connected short stories or sequels incorporates new knowledge to better understand characters and plots from materials previously read