CURRICULUM PROGRESSION GRID: READING					
KEY STAGE 1					
Inference	**Fluency**	**Prediction**	**Retrieval**	**Vocabulary**	**Summarising**
NC Link: Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: - making inferences on the basis of what is being said and done. - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	**NC Link:** **Year 1** - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. - re-read these books to build up their fluency and confidence in word reading. **Year 2** Pupils should be taught to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading.	**NC Link:** Pupils should be taught to: Understand both the books they can already read accurately and fluently and those they listen to by: - predicting what might happen on the basis of what has been read so far. Develop pleasure in reading, motivation to read, vocabulary and understanding by: - recognising and joining in with predictable phrases.	**NC Link:** Pupils should be taught to: understand both the books that they can already read accurately and fluently and those that they listen to by: -answering and asking questions - explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	**NC Link:** **Year 1** Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: - discussing word meanings, linking new meanings to those already known. - drawing on what they already know or on background information and vocabulary provided by the teacher. **Year 2** Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: - discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	**NC Link:** **Year 1** Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - discussing the significance of the title and events. **Year 2** Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: - discussing the sequence of events in books and how items of information are related. - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
Builds On: ELGs: -They demonstrate understanding when talking with others	**Builds On: ELGs:** -Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.	**Builds On: ELGs:** - They demonstrate understanding when talking with others about what they have read.	**Builds On: ELGs:** - They answer 'how' and 'why' questions in response to stories.	**Builds On: ELGs:** -Extends vocabulary, especially by grouping, naming and exploring	**Builds On: ELGs:** -They develop their own narratives connecting ideas or events.

about what they have read.		- They listen to stories, accurately anticipating key events.	-They demonstrate understanding when talking with others about what they have read.	the meaning and sounds of new words.	
Intent (overarching success criteria) -Children will make inferences about a characters' feelings. -They will use what the character says or does to infer more obvious points. -Children will begin to pick up on some more subtle inferences suggested in the pictures, speech or actions of the characters.	**Intent (overarching success criteria)** -Children will apply phonic knowledge and skills to read most common or familiar words quickly and accurately. -Children will decode automatically so as reading is fluent. -Children will read aloud books closely matched to their improving phonic knowledge. Children will sound out unfamiliar words accurately, automatically and without undue hesitation. -Children will re-read books to build up their fluency and confidence.	**Intent (overarching success criteria)** -Children will use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next. - They give explanations of their predictions verbally and/or in writing. -Children will join in with predictable phrases and rhymes in texts read to them.	**Intent (overarching success criteria)** -Children will answer simple questions (what, where, how, why and when) about what has just happened in a text. -Children will give their answers verbally, visually or/and in writing. -Children will ask questions about what they have read.	**Intent (overarching success criteria)** -Children will discuss new word meanings. - They will link them to words that they already know, including root words. -They will use pictures from the text to help them work out the meaning of new words.	**Intent (overarching success criteria)** -Children will retell a wide range of stories. -Children will sequence main events from texts. -Children will discuss how the events are related.
Vocabulary: infer why feelings because I can see.. This tells me…	**Vocabulary:** fluent flow blend segment re-read sound/s	**Vocabulary:** predict prediction because I think that…	**Vocabulary:** find what where who how why	**Vocabulary:** word meaning root	**Vocabulary:** sequence re-tell main events order