

CURRICULUM PROGRESSION GRID: READING

KEY STAGE 1

Vocabulary – Draw upon knowledge of vocabulary in order to understand the text.	Inference – Make inferences from the text	Prediction – Predict what you think will happen based on the information that you have been given.	Explanation – Explain your preferences, thoughts and opinions about the text.	Retrieval – Identify the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Sequence – Sequence the key events in the story.	Fluency – Read automatically with accuracy, expression and flow.
<p>NC Link: Year 1 Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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. <p>Year 2 Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 	<p>NC Link:</p> <p>Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - 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. 	<p>NC Link:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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. 	<p>NC Link: Year 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> -explain clearly their understanding of what is read to them. <p>Year 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>NC Link:</p> <p>Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> -answering and asking questions 	<p>NC Link:</p> <p>Year 1</p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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. <p>Year 2</p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related. 	<p>NC Link:</p> <p>Year 1</p> <ul style="list-style-type: none"> - 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. -checking that the text makes sense to them as they read and correcting inaccurate reading <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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

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<p>Builds On: ELGs:</p> <ul style="list-style-type: none"> -Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. 	<p>Builds On: ELGs:</p> <ul style="list-style-type: none"> -They demonstrate understanding when talking with others about what they have read. 	<p>Builds On: ELGs:</p> <ul style="list-style-type: none"> -They listen to stories, accurately anticipating key events 	<p>Builds On: ELGs:</p> <ul style="list-style-type: none"> -They answer 'how' and 'why' questions in response to stories. 	<p>Builds On: ELGs:</p> <ul style="list-style-type: none"> - They listen to stories, and respond to what they hear with relevant comments, questions or actions -They answer 'how' and 'why' questions in response to stories. 	<p>Builds On: ELGs:</p> <ul style="list-style-type: none"> -They develop their own narratives connecting ideas or events. -They represent their own ideas, thoughts and feelings through stories. 	<p>Builds On: ELGs:</p> <ul style="list-style-type: none"> -Children read and understand simple sentences. -They use phonic knowledge to decode regular words and read them aloud accurately - They also read some common irregular words •
<p>Intent (overarching success criteria)</p> <ul style="list-style-type: none"> -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. 	<p>Intent (overarching success criteria)</p> <ul style="list-style-type: none"> -Children will make inferences about the reasons for a characters' actions, feelings or behaviour. --They will use what the character says or does to infer more obvious points. -Children will find clues suggested in the pictures, speech or actions of the characters. -Children will track pronouns through sentences to ensure coherent connections within sentences are made. -Children will understand the roles of characters to understand the relationships between characters. 	<p>Intent (overarching success criteria)</p> <ul style="list-style-type: none"> -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 or repeated sections of stories. 	<p>Intent (overarching success criteria)</p> <ul style="list-style-type: none"> -Children will explain their favourite characters and settings. -Children will explain their understanding of texts and stories in full sentences. - Children will explain changes they would make to stories. -Children will explain why they do or do not like particular stories and authors. -Children will use 'because' to help them explain their ideas clearly. 	<p>Intent (overarching success criteria)</p> <ul style="list-style-type: none"> -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 retrieve specific information from a short extract by scanning for key words. -Children will ask questions about what they have read. 	<p>Intent (overarching success criteria)</p> <ul style="list-style-type: none"> -Children will retell a wide range of stories. -Children will sequence main events from texts. 	<p>Intent (overarching success criteria)</p> <ul style="list-style-type: none"> -Children will apply phonic knowledge and skills to read most common or familiar words quickly and accurately. -Children will decode automatically. -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.

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<p>Vocabulary:</p> <p>word phrase meaning root</p>	<p>Vocabulary:</p> <p>explain why feelings because I can see.. This tells me...</p>	<p>Vocabulary:</p> <p>predict prediction because I think that...</p>	<p>Vocabulary:</p> <p>explain why/ why not tell me more I would like to... I would not like to... I think... I would change... because...</p>	<p>Vocabulary:</p> <p>find copy what where who how why</p>	<p>Vocabulary:</p> <p>sequence re-tell main events order first, second, last etc..</p>	<p>Vocabulary:</p> <p>fluent flow blend segment re-read</p>
<p>Sample question stems:</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	<p>Sample question stems:</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Sample question stems:</p> <ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Sample question stems:</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>Sample question stems:</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>Sample question stems:</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? 	