Year One Reading Progression Grid

National Curriculum Statements- Reading Comprehension	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:** V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E1: being encouraged to link what they read or hear read to their own experiences V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V3: recognising and joining in with predictable phrases V3: learning to appreciate rhymes and poems, and to recite some by heart V1: discussing word meanings, linking new meanings to those already known **understand both the books they can already read accurately and fluently and those they listen to by:** V4: drawing on what they already know or on background information and vocabulary provided by the teacher S1: checking that the text makes sense to them as they read and correcting inaccurate reading S3: discussing the significance of the title and events I1: making inferences on the basis of what is being said and done P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others
Activities to Support Reading	Reading Gems from Summer Term covering areas of comprehension Model and demonstrate directionality and correct book handling Relate spoken words to written words in context Encourage children to act out parts of the story and retell the story in their own words Transcribe the children's oral responses into written ones Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group in guided sessions Reading Buddies – Allow children to discuss in partners or read together

	Key Reading Skills	Suggested question Stems
Year 1 Define	• discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	• What does the word ……. mean in this sentence? • Find and copy a word which means …… • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
Year 1 Retrieval	• answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognise characters, events, titles and information. R • recognise differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion 	• Who is your favourite character? • Why do you think all the main characters are … in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?

	Key Reading Skills	Suggested question Stems
Year 2 Sequence	• retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked 	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the….? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?
Year 2 Inference	• children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done 	• What do you think.....means? • Why do you think that? • How do you think. ..? • When do you think. ..? • Where do you think. ? • How does ……. make you feel? • Why did …… happen?

	Key Reading Skills	Suggested question Stems
Year 2 Predict	• predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or though pictures. 	• Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?