

Trumps Green Infant school Reading Progression

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|  | **Vocabulary 1a** | **Inference 1d** | **Prediction 1e** | **Explain 1b** | **Retrieve 1a** | **Sequence 1c** |
| **EYFS** | * Understand that print has meaning (3-4 years)
* Understand that print can have different purposes (3-4 years)
* Engage in extended conversation about stories learning new vocabulary
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
* To build up vocabulary that reflects the breadth of their experiences.
* To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
* To use vocabulary and forms of speech that are increasingly influenced by

their experiences of books. | * To begin to understand ‘why’ and ‘how’ questions.
* To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events
 | * Anticipate – where appropriate- key events in stories (ELG)
 | * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)
 | * To be able to answer simple questions about a text
 | * Understand page sequencing (3-4 years)
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| **EYFS****Sample****Question Stems** | * What does this word mean?
 | * (Looking at the pictures) What might the character be feeling? How do you know?
 | * What might happen at the end of the story? What might happen in the story? What might happen next?
 | * What has happened in the story?
* What part of the story do you like best?
 | * What characters are in this book?
* Where does the story take place?
 | * Can you order these parts of the story? What happened first, next….?
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|  | **Vocabulary 1a** | **Inference 1d** | **Prediction 1e** | **Explain 1b** | **Retrieve 1a** | **Sequence 1c** |
| **Year 1** | * Discussing word meanings, linking new meanings to those already known
 | * Discussing the significance of the title and events making inferences on the basis of what is being said and done
* Developing inference though use of pictures
 | * Predicting what might happen on the basis of what has been read so far
 | * explain clearly their understanding of what is read to them
 | * To develop their knowledge of retrieval through images.
 | * To sequence the events of a story they are familiar with
* becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
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| **Year 1 Sample Question Stems** | * What does the word… mean in this

sentence?* Which word in this section do you think is the most important? Why?
* Can you think of any other words the author could have used to describe this?
 | * Why was…….feeling ?
* Why did happen?
* How does make you feel?
 | * 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?
* What is happening? What do you think happened before? What do you think will happen after?
 | * Who is your favourite character? Why?
* Would you like to live in this setting? Why/why not?
* Do you like this text? What do you like about it?
 | * Who did…..?
* Where did…..?
* When did…..?
* Why did happen?
* How did… ?
* How many ?
* What happened to……?
 | * 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?
* Sequence the key events in the story
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|  | **Vocabulary 1a** | **Inference 1d** | **Prediction 1e** | **Explain 1b** | **Retrieve 1a** | **Sequence 1c** |
| **Year 2** | * Discussing and clarifying the meanings of words, linking new meanings to known vocabulary,
* Discussing their favourite words and phrases.
 | * Making inferences on the basis of what is being said and done
* Answering and asking questions
 | * Predicting what might happen on the basis of what has been read so far
 | * Explain and discuss their understanding of books, poems and other material, both those that they

listen to and those that they read for themselves | * Asking and answering retrieval questions
 | * To discuss the sequence of events in books and how items of information are related.
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| **Year 2 Sample Question Stems** | * Find and copy a word which means ……….
* What does this word or phrase tell you about

………?* Which of the words best describes the character/setting/mood etc?
* Why do you think is repeated in this section?
* Why has the author chosen this word?
* Has the writer made you and/or character feel ….. happy/ sad/angry/frustrated/

lonely? Can you find the words that make you/them feel this way? | * Why did………. say ?
* Can you explain why ?
* What do you think the author intended when they said… ?
* I wonder why the writer decided to?
 | * How does the choice of character or setting affect what will happen next?
* What do you think the last paragraph suggests? What will happen next?
* What clues tell us what will happen next?
* Can you think of another story which has a similar theme e.g. good over evil, journey story, conquering the monster stort etc
 | * Why do you think all the main characters are X in this book?
* Is there anything you would change about this story?
* Who are the main characters in the book?
* Through whose eyes is the story told?
* Which part of the story best describes the setting/character
* How do the title/contents/ chapter heading/glossary/index help me find information in this book
* Which part of the text should I use to find?
 | * 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……?
 | * Can you summarise in a sentence the opening/middle/end of the story?
* In what order do these chapter headings come in the story?
* What are the key events in the story? Can you sequence them in relation to
	+ chronology>
	+ importance?
	+ character

involvement> Etc.* Why does the main character do X in the middle of the story?
* How does the hero save the say in the story?
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