

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) |
| **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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| **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 |
| **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. |
| **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? |