

## Progression Overview of Key Statements - Reading

Model these behaviours to children clearly and explicitly through 'self talk' and 'dialogue with another adult'

Nursery <i>Story Time/Book Talk/ Guided Reading</i>	Reception <i>Story Time/Book Talk/ Guided Reading</i>	Year 1 <i>Story Time/Book Talk/ Guided Reading</i>	Year 2 <i>Story Time/Book Talk/ Guided Reading</i>	End of Key Stage 1 Expectations
<p>Encourage children to recall some simple events in stories (these do not need to be in sequential order)</p> <p>'What did the little girl do in this book?'</p> <p>'What did the little girl like doing in school?'</p> <p>Model and encourage children to re-tell real events (at home, in garden etc)</p> <p>Use Boxing Clever to begin to develop understanding of story structure</p>	<p>Get children to recall and sequences some key events in stories.</p> <p>'What happened after...'</p> <p>'What happened at the beginning of the story?'</p> <p>'What happened at the end of the story?'</p> <p>Model brief retelling of main events of stories previously read. Use story language and make story structure clear eg 'At the beginning of the story.....' 'The problem was.....' 'The problem was solved by.....' 'At the end...'</p> <p>Use Boxing Clever to begin to develop understanding of story structure</p>	<p>Get children to recall and sequences key events in stories.</p> <p>'What happened after...'</p> <p>'What happened before....'</p> <p>'What happened at the beginning of the story?'</p> <p>'What was the problem?'</p> <p>'What happened at the end of the story?'</p> <p>Model summarising main ideas of stories previously read. Refer explicitly to narrative structure.</p> <p>Use Boxing Clever to develop understanding of story structure</p>	<p>Ask children to tell you about the main ideas in a story.</p> <p>Model concise and coherent summaries of stories you have read. Refer to main ideas/plot/characters. Link to other books read.</p> <p>'This is a story of how a little mouse helped a great lion.'</p> <p>'In what way is this story similar to The Ant and the Dove?'</p> <p>Refer explicitly to narrative structure.</p> <p>Use Boxing Clever to develop understanding of narrative structure</p>	<p><i>In a book they have read independently:</i></p> <p style="text-align: center;"><b>Identify and explain the sequence of events in texts</b></p>
<p>Look at front cover, predict what the story may be about.</p> <p>When reading a story stop and ask the children 'I wonder what will happen next?'</p> <p>'What will happen to the little girl next?'</p> <p>'You thought...would happen. Were you right?'</p>	<p>Look at front cover, predict what the story may be about.</p> <p>When reading a story get the children to predict what might happen in the story at different intervals drawing on the illustrations and context to support and confirm their views.</p> <p>'What will happen to the little girl next?'</p> <p>'You thought...would happen. Were you right?'</p> <p>Ask open ended questions 'I wonder what...'</p>	<p>Look at front cover, predict what the story may be about.</p> <p>Get children to predict what might happen in the story at different intervals drawing on the context and their understanding of characters for evidence to support and confirm their views.</p> <p>'What makes you think the children will have a good time with the dog?'</p> <p>Ask open ended questions 'I wonder what...'</p>	<p>Look at front cover, predict what the story may be about.</p> <p>Encourage the children to make a range of predictions based on prior knowledge of character/plot/setting and knowledge of similar texts.</p> <p>Encourage children to explain their prediction based on evidence from the book on character/setting/plot and knowledge of similar texts.</p> <p>Ask open ended questions 'I wonder why.....'</p>	<p><i>In a book they have read independently:</i></p> <p style="text-align: center;"><b>Predict what might happen on the basis of what has been read so far</b></p>

Nursery	Reception	Year 1	Year 2	End of KS Expectations
<p>Compare stories you have read to the children. Relate stories you read to the children to their own lives. 'Do you remember the book we read about the girl who got lost in the forest?' 'In this book a bear gets lost in a forest' 'How did the little girl feel when she was lost?' 'I wonder how the bear will feel?' 'Have you ever got lost?' 'How did you feel?'</p>	<p>Compare stories you have read with the children. Relate stories you read to the children to their own lives. 'Do you remember the book we read about the girl who got lost in the forest?' 'In this book a bear gets lost in a forest' 'How did the little girl feel when she was lost?' 'I wonder how the bear will feel?' 'Have you ever got lost?' 'How did you feel?'</p>	<p>Make links between stories you have read, refer to setting, character, plot, feelings. 'Do you know another book where a character gets lost?' Explore similarities and differences between the books by the same author eg compare the farmer in 'Farmer Duck' with the farmer in 'Pig in the Pond'.</p>	<p>Make links between stories you have read. Refer to main ideas, themes, plot, characters. 'Does this book remind you of any other books you have read?' Explore similarities/differences between different authors they have read.</p>	<p><i>In a book they have read independently:</i> <b>Make links between the book they are reading and other books they have read</b></p>
<p>Model describing and locating features of story books using correct vocabulary. eg front cover, title, beginning, end 'What is happening on the front cover?' Discuss the meaning of new words and model using them in context.  Model using new vocab in context.</p>	<p>Encourage children to use the correct vocabulary when describing features of story books eg front cover, title, beginning, end, characters 'What is happening on the front cover?' 'Who are the main characters in this story?' Check the children understand the meaning of any unusual words and model using them in context. Model using new vocab in context.</p>	<p>Encourage children to use the correct vocabulary when describing features of story books eg front cover, title, beginning, end, characters, author, illustrator, setting 'Who are the main characters in this story?' 'What can we find out about how the character feels from the illustration?' Discuss the meaning of any unusual words. Praise children for asking about the meaning of words. Model new vocab in context.</p>	<p>Get children to recognise and discuss vocabulary choices and the impact they have on the reader. 'Why did the author say Ben trudged down the road?' 'What does this tell us about how Ben might be feeling?' Discuss the meaning of unusual words and encourage children to make a note of any new words they read so they can discuss their meaning with an adult or look the word up in a dictionary. Model new vocab in context.</p>	<p><i>In a book they have read independently:</i> <b>Draw on knowledge of vocabulary to understand texts</b></p>
<p>Get the children to have a broader understanding of what is read by: -relating events in the story to those in their own lives -Discussing whether events and outcomes were the same or different for them</p>	<p>Get the children to have a broader understanding of what is read by: -relating events in the story to those in their own lives -Discussing whether events and outcomes were the same or different for them</p>	<p>Use evidence from the text to discuss key messages. Encourage the children to use the text to support their viewpoint. Discuss characters in stories and say how events influence their motives and behaviours.</p>	<p>Use evidence from the text to discuss key messages. Encourage the children to use the text to support their viewpoint. Discuss characters in stories and say how events influence their motives and behaviours. Explore how actions, feelings and dialogue can help deepen a reader's understanding.</p>	<p><i>In a book they have read independently:</i> <b>Make inferences on the basis of what is said and done</b></p>