
















R Year	Progression of skills	Potential questions
Vocabulary 	<ul style="list-style-type: none"> • Children are able to discuss some of their favourite words in the text. • Children are able to pre-empt words and phrases in a story that is read to them. This may include rhyming strings. • Can use simple adjectives to describe images. 	<ul style="list-style-type: none"> • How could you describe___? • What can you see? What does it look like? What does it remind you of? • What words do you like? Why?
Inference 	<ul style="list-style-type: none"> • Explains in simple terms an idea that they have about a text/ image which goes beyond the literal meaning. • Some simple inferences may have some justifications. 	<ul style="list-style-type: none"> • Why do you think___ happened? • Why do you think___ did___? • How do you think ___ is feeling now? • What do you think you know?
Prediction 	<ul style="list-style-type: none"> • Uses information from what they have seen/ heard to suggest what might happen next. 	<ul style="list-style-type: none"> • What do you think might happen next? Why?
Explanation 	<ul style="list-style-type: none"> • Begins to discuss what they think is happening in an image or in what is being read to them. 	<ul style="list-style-type: none"> • What is this story about? • What do you think could be happening?
	<ul style="list-style-type: none"> • Use images and text that is read to them to explain what they can see and what they know. 	<ul style="list-style-type: none"> • What can you see? • What do you know? • Where is___?






Sequence 	<ul style="list-style-type: none"> Orders a series of images to show the events from a text. Can orally explain what a story is about 	<ul style="list-style-type: none"> What happens first? What happens next? What happens at the end? What happens in the story?
1 Year	Progression of skills	Potential questions
Vocabulary 	<ul style="list-style-type: none"> Discuss what they think the meaning of words are using the context of the text to support them. Considering synonyms for given words Join in with predictable phrases Suggest why the author may have chosen certain words. 	<ul style="list-style-type: none"> What does the word___ mean in this sentence? Find and copy a word which means_____. Find an adjective which describes_____. Find a verb that explains how the character is moving. Choose another which means the same as_____. Which word tells us that...?
Inference 	<ul style="list-style-type: none"> Consider how characters might be feeling based on the events in the text. Children should be able to use evidence from the text to support their ideas. Use what has been said or done in a text to make simple inferences. Draw inferences based on images that they can see either from a text or a stand-alone image. 	<ul style="list-style-type: none"> How do you think the character feels when...? How does _____ make you feel?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prediction</p> 	<ul style="list-style-type: none"> • Suggesting what might happen next based on what the child has read/ had read to them so far. • Use their knowledge of character, story and plot to support their ideas about what might happen. • Make a prediction about what a story may be about using the front cover of a text, including the title. • Predictions are becoming increasingly logical and plausible. 	<ul style="list-style-type: none"> • Based on the cover and title, what do you think this book might be about? • What do you think this text might be about? • What might you learn from this story? • What might happen if____? • What do you think the character will do next? • What might happen at the end of the story?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explanation</p> 	<ul style="list-style-type: none"> • Clearly explain what has happened in what has been read to them, linking to their own life experiences. • Express my opinions about events or characters in the story. • Explain why the author may have chosen 	<ul style="list-style-type: none"> • What is this story all about? • How does ___ make you feel? • Why do you think the author did____? • Give two reasons why you think that___ did___. • How did___? Who did___? Where did___? What did___? • Draw a picture to show what you think it happening.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Retrieval</p> 	<ul style="list-style-type: none"> • Answer simple questions using images, text or what has been read previously. • Retrieve information by finding a key word. 	<ul style="list-style-type: none"> • What was happening in this part of the story? • Who are the main characters in this story? • What happens when...?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sequence</p> 	<ul style="list-style-type: none"> • Retell a story that has been read to them or read by themselves. • Sequence a story by discussing what has happened in the beginning, middle and end. 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Put these events in order. • What was happening on this page of the story? • How/ where does the story start?

2 Year	Progression of skills	Potential questions
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p> 	<ul style="list-style-type: none"> Consider the meaning of unfamiliar words drawing upon their own understanding and experiences and their evolving understanding of language. E.g. I know that ___ means ___ so I think that ___ means ___. Recognise simple and recurring language in stories and poems. Discuss what their favourite words and phrases are in a text. Monitor their own comprehension so that they can highlight words that they do not know the meaning of. Checking that a word makes sense in their reading and self-correcting this as necessary. 	<ul style="list-style-type: none"> Find a word that means ___ Find a word that shows that ___ Choose 3 words that mean the same as ____. (synonym) Use the word ___ in a sentence. Find a verb, adjective, adverb that means ____. Use the word ___ in a sentence ____. Explain what you think the word ___ means. Why do you think the author chose the word ____? What's your favourite word on this page? Why do you like it?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference</p> 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Consider how characters might be feeling based on what has been said and done. Consider more subtle inferences which are more 'original'. Monitoring their comprehension as the story progresses and changing their inferences accordingly. 	<ul style="list-style-type: none"> Why do you think ___ did ___? Where do you think this story takes place? Who might have said ___? Where might ___ be going? What might ___ have in their bag? Why? Who might help ___? Who do you think has done ___? How would you feel if you were (character)?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prediction</p> 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. Make logical predictions by drawing upon their own knowledge and experiences of events which are similar/ relatable. Make predictions throughout a text and adapt these inferences as the story progresses. Predictions are logical and plausible. 	<ul style="list-style-type: none"> What do you think ___ is going to do? What might happen if ___? Did your prediction come true? Did you predict that this would happen? Using this extract from the text, what might this text be about? What might happen after the story?



<p>Explanation</p> 	<ul style="list-style-type: none">• Answer and ask questions about a text to extend and clarify their understanding.• Take part in discussions about a text, explain what they like and disliked.• Take part in discussions about what happened in a text.• Discuss similarities and differences between books based on what happened and key phrases/ language choices.	<ul style="list-style-type: none">• Does this text remind you of any other texts that you have read?• What is similar/ different between these books?• Is there anything you would change about this story? Why?• Explain why___ did___.• What would you do if you were___?• How would you solve this problem?
<p>Retrieval</p> 	<ul style="list-style-type: none">• Use words, phrases and sentences which are lifted directly from a text to answer questions.• Able to use 'scanning' to find the important information.• Retrieval questions are backed up with accurate justifications from the book.	<ul style="list-style-type: none">• Where does this story take place?• What happened after___?• Find a part of the text where/ that shows___.• List 3 facts that you have learned from this story.
<p>Sequence</p> 	<ul style="list-style-type: none">• Retell familiar stories and poems by heart.• Retell stories using the same language and phrases as used in the story.• Using the structure of a non-fiction text, sequence the information.• Order a selection of events from a text based on when they happen.• Use their understanding of the text to explain how events and other pieces of information in a text are related and how they interlink.	<ul style="list-style-type: none">• Summarise what happens in the three main parts of the story.• What is the problem in the story? How is it resolved?• Sequence these events from the story.• What happened after___?