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| **Year 1 National Curriculum coverage** | | **Year 2 National Curriculum coverage** |
| **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  E3: explain clearly their understanding of what is read to them. | | **Develop pleasure in reading, motivation to read, vocabulary and understanding by:**  V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  S1: discussing the sequence of events in books and how items of information are related  S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  E1/3: being introduced to non-fiction books that are structured in different ways  V3: recognising simple recurring literary language in stories and poetry  V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary  V2: discussing their favourite words and phrases  S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  **Understand both the books that they can already read accurately and fluently and those that they listen to by:**  V2: drawing on what they already know or on background information and vocabulary provided by the teacher  R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading  I1/2: making inferences on the basis of what is being said and done  R1/2: answering and asking questions  P1/2: predicting what might happen on the basis of what has been read so far  I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |
| **Year 1** | **Key Skills** | **Question stems** |
| **Vocabulary** | 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? |
| **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? |
| **Prediction** | 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? |
| **Explanation** | give my opinion including likes and dislikes (not nc objective).  • link what they read or hear to their own experiences  • explain clearly my understanding of what has been read to them  • express views about events or characters | Is there anything you would change about this story?  • What do you like about this text?  • Who is your favourite character? Why? |
| **Retrieval** | answer a question about what has just happened in a story.  • develop their knowledge of retrieval through images.  • recognize characters, events, titles and information.  • recognize 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? |
| **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? |

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| **Year 2** | **Key Skills** | **Question stems** |
| **Vocabulary** | discussing and clarifying the meanings of words; link new meanings to known vocabulary  • discussing their favourite words and phrases  • recognise some recurring language in stories and poems | Can you find a noun/adjective/verb that tells/shows you that...?  • Why do you think that the author used the word... to describe...?  • Which other word on this page means the same as...?  • Find an adjective in the text which describes...  • Which word do you think is most important in this section? Why?  • Which word best describes…? |
| **Inference** | make inferences about characters’ feelings using what they say and do.  • infer basic points and begin, with support, to pick up on subtler references.  • answering and asking questions and modifying answers as the story progresses  • use pictures or words to make inferences | What do you think.... means?  • Why do you think that?  • Why do you think...?  • How do you think....?  • When do you think...?  • Where do you think...?  • How has the author made us think that...? |
| **Prediction** | predicting what might happen on the basis of what has been read in terms of plot, character and language so far  • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them | 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? What makes you say that?  • Who do you think has done it?  • What might.... say about that?  • How does the choice of character affect what will happen next? |
| **Explanation** | explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves  • express my own views about a book or poem  • discuss some similarities between books  • listen to the opinion of others | What is similar/different about two characters?  • Explain why... did that..  • Is this as good as...?  • Which is better and why?  • Does the picture help us? How?  • What would you do if you were...?  • Would you like to live in this setting? Why?  • Is there anything you would change about this story?  • Do you agree with the author’s…? Why? |
| **Retrieval** | independently read and answer simple questions about what they have just read.  • asking and answering retrieval questions  • draw on previously taught knowledge  • remember significant event and key information about the text that they have read  • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read | Who is/are the main character(s)?  • When/where is this story set? How do you know?  • Which is your favourite/worst/funniest/ scariest part of the story? Why?  • Tell me three facts you have learned from the text.  • Find the part where...  • What type of text is this?  • What happened to … in the end of the story? |
| **Sequence** | discuss the sequence of events in books and how items of information are related.  • retell using a wider variety of story language.  • order events from the text.  • begin to discuss how events are linked focusing on the main content of the story. | What happens in the story’s opening?  • How/where does the story start?  • What happened at the end of the...? •  • What is the dilemma in this story?  • How is it resolved?  • Can you retell the story to me in 20 words or less?  • Can you summarise in 3 sentences the beginning, middle and end of this story? |