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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 independentlyE1: being encouraged to link what they read or hear read to their own experiencesV3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristicsV3: recognising and joining in with predictable phrasesV3: learning to appreciate rhymes and poems, and to recite some by heartV1: 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 teacherS1: checking that the text makes sense to them as they read and correcting inaccurate readingS3: discussing the significance of the title and eventsI1: making inferences on the basis of what is being said and doneP1: 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 othersE3: 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 independentlyS1: discussing the sequence of events in books and how items of information are relatedS2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesE1/3: being introduced to non-fiction books that are structured in different waysV3: recognising simple recurring literary language in stories and poetryV1: discussing and clarifying the meanings of words, linking new meanings to known vocabularyV2: discussing their favourite words and phrasesS2: 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 teacherR1/5: checking that the text makes sense to them as they read and correcting inaccurate readingI1/2: making inferences on the basis of what is being said and doneR1/2: answering and asking questionsP1/2: predicting what might happen on the basis of what has been read so farI3/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 sayE1: 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?  |