Pathways Literacy

Pathways to Read

Progression in Reading Skills

Meaning of words, retrieval, sequence/summarise, inference, prediction,

structure and organisation, language choice and making comparisons

Clarify vocabulary: progression in meaning of words

Year group	National curriculum	Skill progression	Questions
1	Discuss word meanings, linking new meanings to those already known	• Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house	Which word tells you that the character is happy/sad/worried etc? Point to the word that shows… Find a word that tells us about the…(setting e.g. house, woods, bridge etc) Can you think of another word for…? (Give examples of synonyms) Can you find the rhyming word? What other words rhyme with this? Predict the pattern. Which words tell us this is a story? Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word… Tick one box… Match a line to…

Progression in retrieval

Year group	National curriculum	Skill progression	Questions
1	Explain clearly their understanding of what is read to them Recognise and join in with predictable phrases	• Draw on what they already know or on background information from the teacher to understand books • Identify the main character in a story or the subject of a non-fiction text Talk • about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales Identify main events or key points in • texts Answer literal retrieval questions about • the text	Who is/are…? Who is the main character? What is…? What is this information book about? What happened to… at the end? What happened when…? Where did…go? Name two places. Which two…? Write one… List… Match… Can you tell us about your favourite book / part of the book? Explain why you like it. Are these statements true or false?

Progression in sequencing/summarising

Year group	National curriculum	Skill progression	Questions
1	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics	• Sequence a simple story or event and use this to re-enact and retell • Identify main events or key points in texts	Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us?

Progression in inference

Year group	National curriculum	Skill progression	Questions
1	Being encouraged to link what they read or hear read to their own experiences Make inferences on the basis of what is being said and done	• Give some reasons why things happen or characters change • Begin to express a view and use evidence in the text to explain reasons • Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	Match thoughts and feelings to the story event How did _____ feel? How can you tell that? How did (character) react when….? Why did (character) do _____? In which part of the story did (character) feel happy? Which is your favourite part of the story/text? Explain why. Who is your favourite character and why? What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling?

Progression in prediction

National curriculum	Skill progression	Questions
Predict what might happen on the basis of what has been read so far	• Make predictions on the basis of what has been read so far • • Discuss the blurb and title of a book Predict events and endings and how characters will behave • Look through a variety of fiction and nonfiction texts with growing independence to predict content, layout and story development	Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to (character) in this story? What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled? Will this story have a happy ending? What might happen to the character in the end? Why did the character change in this story? How might they act at the end?

Progression in structure and organisation

Year group	National curriculum	Skill progression	Questions
1	Discuss the significance of the title and events	• Distinguish between fiction and nonfiction texts • Understand the way that information texts are organised and use this when reading simple texts • Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	Find the labels, title, diagram, page, book cover, information on… What is the title for? Match the sub-heading to the sentence/photographs Where would you find information about…? Practise using the contents page with support. Which page has information on_____? Discuss whether a book is fiction or non-fiction. Use terminology – can you find a photograph? A picture?

Progression in language choice

Year group	National curriculum	Skill progression	Questions
1	Draw on vocabulary provided by the teacher Recognise and join in with predictable phrases Learn to appreciate rhymes and poems, and to recite some by heart	• Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum	Find the rhyme. Join in when it comes up. Predict the end of the line. How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) What is your favourite word in the story, the poem, the information?