Reading Progression (A.R.E.)	EYFS2	1	2
National Curriculum: - Yr.1. Discusses word meanings, linking new meanings to those already known. - Yr.2. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. - **EYFS** **('Birth to Five Matters')** **Communication and Language –** **Speaking:** *(Range 5.)* - Builds up vocabulary that reflects the breadth of their experiences *(Range 6.)* - Extends vocabulary… exploring the meaning and sounds of new words **Literacy - Reading:** *(Range 5.)* - Uses vocabulary… that are increasingly influenced by their experiences of reading **ELG - Comprehension (Literacy):** - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.	**- Shows an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.**	**- With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.**	**- Finds a word in a sentence/page that has the same meaning as a given word or simple phrase.**
Reading Domain (Questions): **- Draw on knowledge of vocabulary to understand texts (1a)** 💬	- What does the word XYZ mean? - Can you find a word that means the same as…? - How has the author made you feel happy/sad? - The author uses the word ___. How does this make you feel? - How has the author made the character seem happy/sad? - What word in the text tells you…?	- What does the word XYZ mean? - What other word/s could the author have used to say/explain…? - Can you find a word that means the same as…? - What clues are around the sentence (before/after) which might help you understand the word? - How has the author made you feel happy/sad/angry? Can you find words that make you feel this way? - The author uses the word ___. How does this make you feel? - Find a word that means XYZ. - What word in the text tells you …? - The author uses the word ABC to describe XYZ, what does this tell you about…?	- What other words/phrases could the author have used to say/explain…? - Give the meaning of the word… in this sentence. - Can you find a word that means the same as…? - Can you tell me another way of saying _____? - Can you find any other words within the word… that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase? - How has the author made you feel happy/sad/angry? Can you find words that make you feel this way? - The author uses the word ___. How does this make you feel? What does this make you think? - How has the author made the character seem happy/sad/angry? - What word in the text tells you …? - Which other word could the author have used instead of XYZ?
Examples of **children's responses**:	- In the story 'Jack and the Beanstalk', the child says that the word 'chopped' means the same as 'cut'. - In the story 'Goldilocks and the Three Bears', the child explains what the phrases 'just right' means. - "The author says that Bill was dancing. This means he was happy." - "The author uses the word 'spooky'. This makes me feel scared."	- When asked for the meaning of 'glad', the child can work out the meaning from the context of the story (i.e. happy or pleased). - "It makes it makes me feel a bit sad and scared, when the author used the word 'gloomy'." - "The word 'speedily' means the same as 'fast'." - "The author says that Susie is 'tearful', this tells me that she is feeling sad."	- The child can find a word on a page that means the same as big/good/sad (e.g. huge, excellent, upset). - When asked to find a word that means the same as 'grabbed', the child can point to the word 'snatched'. - "The author says that the character 'tiptoed across the hallway' – This means that the character doesn't want to get caught."
National Curriculum: - Yr.1. Discusses the significance of the title and events. - Yr.2. Becomes very familiar with key stories (fairy stories and traditional tales), considering their particular characteristics. - **EYFS** **('Birth to Five Matters')** **Communication and Language -** **Understanding:** *(Range 6.)* - Understands questions such as *who; why; when; where* and *how* **Literacy – Reading** *(Range 5.)* - Talks about events and principal characters in stories *(Range 6.)* - Describes main story settings, events and principal characters in increasing detail	**- Retrieves information from pictures in a book, in response to a simple question.** **- Says something about who was in a story, what happened and/or where it took place.**	**- Answers simple 'how' and 'why' questions, based on an event in a text (where the answer is clear within the story read).** **- Identifies and links two significant events in a story they have read.**	**- Understands simple cause and effect in texts, where the link is clearly stated or suggested.** **- Explains why a character thinks/feels/behaves in a specific way (based on an event within the text).**
Reading Domain (Questions): **- Identify and explain key aspects of fiction and non-fiction, such as: characters, events, titles and information (1b)** 💬	- What is the title of the book? - Who is in the story? - Which characters are in the book? - Where do the characters go? - What happened in the story? - What has happened in the story so far? - What do the pictures tell us about…? - What is the main character like? - Where is the story set? - How does the contents page help me to find information in this book?	- What do you think the title might tell us about the story? - Is this a good title for this story? Why? - What happened in the story? - Where/when does the story take place? - What did s/he/it look like? - Who was s/he/it? - Where did s/he/it live? - Who are the characters in the book? - What are the main events that happen in this story? - Where in the book would you find XYZ? - How does the index/contents page help me to find information in this book? - Is this a fiction or a non-fiction text? How do you know?	- Where/When does the story take place? - Who are the characters in the story? - Can you name the key characters? Why are they important to the story? - What did the character look like? - Where did the character live? - What did the character do when _____? - How do the title/contents page/chapter headings/index/glossary, etc… help me find information in this book? - Which part of the text should I use to find…? - Why has the author organised the information like this? - Which part of the story best describes the setting? - Can you tell me 3 interesting facts you have learnt from the text? - How does the index/contents page help me to find information in this book?
Examples of **children's responses**:	- In response to the story of 'Goldilocks and the Three Bears', the child can say why Baby Bear's chair was broken or why Goldilocks was scared and ran away from the house. - Answers literal questions, for example: *What did Goldilocks do? Why did Baby Bear cry? Where did the bears find Goldilocks?*	- Answers simple questions such as: *Why did Goldilocks sit on all three chairs? What did Bill say on page 7? How did Jack climb up to giant's castle? Why did Jack sell the cow for beans?* - "The 'Contents page' tells me which pages I can find information about different things."	- In the story of 'Little Red Riding Hood', the child can explain why the wolf dresses up as grandma or how mum might feel when she hears about what happened to LRRH at grandma's house. - In a non-fiction text, the child can say why a bird's hollow bones help it to fly.
National Curriculum: - Yr.1. Discusses the significance of the title and events. - Yr.2. Discusses the sequence of events and how items of information are related. - **EYFS** **('Birth to Five Matters')** - **Communication and Language** - **Speaking:** *(Range 6.)* - Uses talk to organise, sequence… thinking, ideas… and events **Literacy - Reading:** *(Range 6.)* - Describes main story settings, events and principal characters in increasing detail **ELG - Comprehension (Literacy):** - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words	**- Remembers 2 or 3 events from a familiar story (in the correct order).**	**- Retells familiar stories, in the correct order, from those they have heard (or have read).** **- Retells the key points of a shared story.**	**- Retells the key events, in the correct sequence, from the story they are reading.**
Reading Domain (Questions): **- Identify and explain the sequence of events in texts (1c)** *(Sequence/Summarise)* 💬 Examples of **children's responses**:	- What happened at the beginning of the story? - What happened next? - How did the story end? - Can you tell me the main parts of the story in the right order? - In response to the story 'Little Red Riding Hood', the child can say where we meet the wolf first and where he goes afterwards. - In response to the story 'Goldilocks and the Three Bears', the child can recall that Goldilocks first eats the porridge, then sits on the chairs and finally sleeps in the bed.	- What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph. - The child can retell the main events of a story. For example: The wolf tried to blow the straw house down, then the house of sticks, before trying to blow the down the house of bricks. Finally, the 3 little pigs frighten the wolf away. - Teacher asks: "Tell me what happens with the 3 little pigs and the house of bricks." Child: "The wolf tries to blow it down, but can't. So he climbs down the chimney. The 3 little pigs put a pot of hot water at the bottom so he burns himself and runs away."	- What happened first in the story? - What is the most important event that has happened so far? Why? - What does the main character do in the middle of the story? - What happened after the character _____? - How did the story end? - What's the main point in this paragraph? - Summarise the key point of this paragraph. - Describe the character in one word. - Summarise the story in 3/5 sentences. - The child can give a simple summary of a story, from its beginning, the problem, and how it ends. - The child can answer simple questions about significant events in a story. For example: *Why couldn't Cinderella go to the ball? How did Cinderella manage to go to the ball? Why didn't the stepmother want the prince to try the shoe on Cinderella?*

National Curriculum: - Yr.1. & Yr.2. Making inferences on the basis of what is said and done. **- EYFS** **('Birth to Five Matters')** **Communication and Language – Speaking:** *(Range 5.)* - Questions why things happen and gives explanations. Asks e.g. who, what, when, how - Uses language to imagine - Links statements and sticks to a main theme or intention	**- Makes simple inferences about a character's feelings, to answer 'Why do you think…?' questions.**	**- Makes simple inferences based on things said or done (especially about a character's motivation for their behaviour), including 'How…?' and 'Why…?' questions.**	**- Makes simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why…?' questions.**
Reading Domain (Questions): **- Make inferences from the text (1d)** 💬	- Who is the good/bad character? How do we know they are good/bad? - How would you feel if you were the main character? Why? - How did the character feel when…? How do we know they felt…? - What kinds of things do you think we might see in this book? (Non-fiction) - How do you know that XYZ?	- What kinds of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says…? - What does XYZ mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when XYZ happens? What makes you think that…? - Which words give you the idea that…? - How do you feel about…? - Can you explain why…? - What does the character mean when s/he says …?	- What does the character say/do that makes you think that…? - Can you give me a specific word/phrase/sentence from the text that makes you think that…? - What makes you think that…? - How can you tell that…? - Which words make you feel…? - Can you explain why…? - How do you think…? - Why do you think the character did/didn't…? - What kinds of things do you think we might see in this book? (Non-fiction) - What does the character mean they s/he says…? - What does XYZ mean? Can you find a clue in the text to help you explain your answer? - How does the character feel when XYZ happens? - What is the main theme of the story? - Which specific word in the text create a happy/sad/scary mood? - What makes this a good story? Explain. - What does the character mean when s/he says …?
Examples of **children's responses**:	- The child can answer simple probing questions such as: *Why do you think Goldilocks ran away from the bears?* *How do you think Cinderella wanted to go to the ball?* *Why do you think Little Red Riding Hood's mother might be cross with her?*	- The child can answer more probing questions such as: *Why didn't the ugly sisters want Cinderella to go to the ball?* *Why did the 3 little pigs keep running to each other's' house?* *How do you think the prince felt when he found Cinderella's shoe on the steps?*	- The child can answer more probing questions such as: *Why did the wolf put on grandma's clothes?* *Why did the gingerbread man climb from the fox's back onto his head and nose?* *In the 3 Billy Goats Gruff, why didn't the troll eat the first goats and wait for the next?* - "I know that the woodcutter was brave because he rescued Little Red Riding Hood from the scary wolf."
National Curriculum: - Yr.1. & Yr.2. Predicts what might happen on the basis of what has been read so far. **- EYFS** **('Birth to Five Matters')** **Communication and Language – Speaking:** *(Range 5.)* - Uses talk to explain what is happening and anticipate what *might* happen next	**- Suggests how the story might end.** **- Makes a simple prediction about what might happen next in a book that they are reading (or has been read to them).**	**- Makes a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far.**	**- Makes a simple and sensible prediction of what might happen next based on what is stated** **- When prompted, justifies the prediction based on what has already happened within the story.**
Reading Domain (Questions): **- Predict what might happen on the basis of what has been read so far (1e)** 💬	- Look at the cover/title/picture… - What do you think this story might be about? - Who do you think will be in the story? - Where do you think the story might be set? - What do you think might happen to the character? - What do you think might happen next in the story? - What do you think might happen at the end of the story?	- Look at the cover/title/first line…What do you think will happen next? How have the cover/title/first line helped you come up with this idea? - What do you think will happen to main (good/bad) character? Why do you think this? - What might happen next? Why do you think this? (Are there any clues in the text?) - Can you think of another story which is similar? Do you think this story will go the same way? - Which stories have openings like this? Do you think this story will develop in the same way? - Why did the author choose this setting? How will that effect what happens next? - How is the character like someone you know? Do you think they will act in the same way?	- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen (next)? - What do you think will happen to the good/bad character? Why do you think this? - How has the cover/title/first line/chapter heading helped you come up with this idea? - What might happen next? Why do you think this? - What has happened so far to make you think…? - Can you think of another story which is similar? Do you think this story will go the same way?
Examples of **children's responses**:	- When reading a book about lots of farm animals climbing into a boat, they predict that the boat will probably sink. - The child makes a plausible (but not necessarily correct) prediction, often based on their experiences, about how a story is likely to end (e.g. "I think the little girl will find her mummy and daddy and give them a big hug.").	- In a story about a family going on holiday to the seaside, the teacher asks: "What might happen whilst the family are on the beach?" The child responds: "The children might build sandcastles which get knocked down by the waves.", "The girl might collect shells with her dad." etc. - In a story about where a monster steals from two houses, the child predicts that it will steal from the third house (or might get caught this time).	- In the story "The Boy Who Cried Wolf", when the boy actually sees the wolf, the teacher asks: "What might the villagers say to the boy?" The child predicts that they won't believe him and might call him a 'liar'. The teacher might probe further: "Why do you think that?" The child responds: "I think they'll call him a liar because he has lied to them before."
National Curriculum: - Discusses their favourite words and phrases (Yr.2) **- EYFS** **('Birth to Five Matters')** **Communication and Language - Speaking:** *(Range 6.)* - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	**- Gives a simple opinion about whether they liked the book/story or not, giving a simple reason why.**	**- With some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why.**	**- Identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s.**
Reading Domain (Questions): **- Identify and explain interesting words and phrases *(1g?)***	- Is the book funny/sad? Why? - What is your favourite word in the sentence? Why? - Can you find an adjective to describe the character/setting? - Can you hear any rhyming words? - Can you find a describing word on this page? - Did you like the book? Why? - Which was your favourite part of the book? (Why?)	- Find 2 things that the author tells you about… - What does this word/sentence tell you about the character/setting? - What other word/s could the author have used to…? - How has the author made the character seem… happy/sad/ angry, etc.? - Can you find two adjectives on this page? - Which adjective did the author use *(in paragraph 123)* instead of XYZ? - Which word makes you feel happy/sad/excited/ scared? - Can you think of another rhyming word which would fit this pattern? - Why do you think the author's use the adjective XYZ to describe the character?	- Find 2 or 3 things that the author tells you about… - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to…? - Which words do you think are most effective in…? Why? - How has the author made the character appear… happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel…? - How does the description of the character tell you about how they are feeling? - What does the way the character looks/behaves tell us about how s/he feels? - Which adjective did the author use *(in paragraph 123)* instead of XYZ? - How does the author try and make the story more interesting? Explain. - Why does the author put certain words in bold or *italic*?
Examples of **children's responses**:	Teacher: "Did you like the book?" Child: "Yes, it was funny." Teacher: "Why did you find it funny?" Child: "I like animals and they did funny things." *(Teacher: "Which animal did the funniest thing?"* *Child: "The elephant was funny because he sucked up the custard with his trunk.")*	- "I like it when the stone goes 'plop' because that's a funny noise." - "I liked the word 'snuggly' because it sounds soft and a bit warm."	- When the teachers asks: "Which word has the author used to help you imagine how quick the mouse ran across the barn? And why?" The child responds: "The author uses the word 'rushed' which sounds like the mouse is running really quickly." - "I liked it when the sad girl 'lost and lonely' because those words start with the same sound and it makes me feel sad for her. It makes me want to help her." - Teacher: "Which phrases do you like most in the story 'We're Going on a Bear Hunt'? And why?" Child: "I like it when is says 'swishy, swashy' because it sounds like the grass is really moving side-to-side."

Jez Smith (2017)