



## Widmer End CC School Progression of Skills in Reading

<b>Year 1</b>					
<b>Word Reading</b>					
Pupils can:					
<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [use phonics scheme for expanded assessment of this element]</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and suffixes: <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>• Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-reads these books to build up their fluency and confidence in word reading</li> </ul>					
<b>RETRIEVE</b> Understand, summarise, retrieve and record information from texts, including non-fiction.	<b>INTERPRET</b> Deduce, infer or predict information, events or ideas from text, justifying using the text.	<b>CHOICE</b> Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	<b>VIEWPOINT</b> Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	<b>PERFORM</b> Show understanding through intonation, tone, volume and action when performing poems and play-scripts.	<b>REVIEW</b> Discuss books read independently and as a group, justifying their views.
<b>All Reading –Understanding reading</b>					
<ul style="list-style-type: none"> <li>• Begin to link what they read or hear read to their own experiences</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Recognise and join in with predictable phrases</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• Discuss the significance of the title and events</li> </ul>					

## Reading Behaviour

Pupils can:

### Discuss, explain and evaluate

- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them
- Understands the need to take turns

### Attitudes to reading

- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently from an increasing range of texts.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (most words to be read without overt sounding out)
- Re-read these books to build up their fluency and confidence in word reading
- Learn to appreciate rhymes and poems, and to recite some by heart

## VIPERS - Suggested question stems for book talk / whole class reading

Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
<ul style="list-style-type: none"> <li>What does the word.....mean in this sentence?</li> <li>Find and copy a word which means .....</li> <li>What does this word or phrase tell you about .....</li> <li>Which word in this section do you think is the most important? Why?</li> <li>Which of the words best describes the character/setting/ mood etc.?</li> <li>Can you think of any other words the author could have used to describe this?</li> <li>Why do you think ..... is repeated in this section?</li> </ul>	<ul style="list-style-type: none"> <li>Why was ..... feeling.....?</li> <li>Why did ..... happen?</li> <li>Why did ..... say .....?</li> <li>Can you explain why .....?</li> <li>What do you think the author intended when they said .....?</li> <li>How does ..... make you feel?</li> </ul>	<ul style="list-style-type: none"> <li>Look at the book cover/blurb –what do you think this book will be about?</li> <li>What do you think will happen next?</li> <li>What makes you think this?</li> <li>How does the choice of character or setting affect what will happen next?</li> <li>What is happening?</li> <li>What do you think happened before?</li> <li>What do you think will happen after?</li> <li>What do you think the last paragraph suggests?</li> <li>What will happen next?</li> </ul>	<ul style="list-style-type: none"> <li>Who is your favourite character? Why?</li> <li>Why do you think all the main characters are girls in this book?</li> <li>Would you like to live in this setting? Why/why not?</li> <li>Is there anything you would change about this story?</li> <li>Do you like this text? What do you like about it?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of text is this?</li> <li>Who did .....?</li> <li>Where did .....?</li> <li>When did .....?</li> <li>What happened when .....?</li> <li>Why did ..... happen?</li> <li>How did .....?</li> <li>How many .....?</li> <li>What happened to .....?</li> </ul>	<ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What happened after .....?</li> <li>What was the first thing that happened in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> <li>In what order do these chapter headings come in the story?</li> <li>Sequence the key events in the story.</li> </ul>