

Year 1 English - Reading Comprehension Progression

Charlton Kings Infants School – Reading comprehension	Programme of Study - Year 1
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Children leave CKIS able to name a range of books and authors that they have enjoyed reading. They have an ingrained love of reading and feel confident in choosing books that suit their interests. Children are confident when discussing the content and themes of a text and are able to draw on different reading 'skills' such as inference or sequencing in order to articulately express meaningful thoughts on a text.

This programme of study does not convey the entirety of the reading experiences children will have at CKIS in whole class comprehension lessons. It provides an underlying structure to the teaching sequences over the course of the year and the question stems and skills specified are those which the children need to be secure in on leaving the year group.

Autumn 1	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	<ul style="list-style-type: none"> I know that a text is a piece of writing and can be a story or non-fiction. I know that fiction is a story and that non-fiction is factual writing. I know some traditional tales and fairy stories and can talk about what happens in them. I know how to join in with key parts of stories using phrases and actions. I know that a fact is a piece of true information. I know what a label is and how it can help me. I know what a 	<p>Sequence Mapping out the story Stepping out the story <i>(can take place as part of writing units)</i></p> <p>Retrieve Paired discussions Circling/highlighting correct bit of information</p>	<ul style="list-style-type: none"> What was the first thing that happened in the story? What happened after....? Who did....? When did....? What kind of text is this? Where can I find information about...? Which bit tells me that/about...? 	<p>Traditional tales with a simple structure e.g. the Magic Porridge Pot, the enormous turnip, the Three Billy Goats Gruff (decodable versions available on Rising Stars)</p> <p>Pictures from stories</p> <p>Non-fiction- Animal fact files</p>

	caption is and understand its purpose.			
2	<ul style="list-style-type: none"> I know that sequencing means to put events in the order that they happened. I know how to answer who/what/where/when questions about a story that show my understanding. I know how to join in with familiar phrases from the story. I know what a poem is and how it is different to a story or fact-file. I know how to talk about words and why they are important. I know some lines of a poem from memory and can recite them clearly. 	<p>Sequence Mapping out the story Stepping out the story</p> <p>Retrieve Paired discussions/quizzes Matching picture with description of what's happening (orally as class) Sorting statements about text into true/false (as class)</p> <p>Vocabulary Matching words to definitions Reciting poetry in groups/as class.</p>	<ul style="list-style-type: none"> What happened first? What happened after? What happened last? <ul style="list-style-type: none"> Who is this? Who did? What is this? Where did? When did? Why did happen? How did? <ul style="list-style-type: none"> What does this word/phrase tell you about...? 	<p>Texts with patterned language e.g. 'Walking through Jungle', 'This is the Bear', 'Monkey Do', 'The Fish Who could wish'</p> <p>Poetry</p>

<p>Spring 3</p>	<ul style="list-style-type: none"> I know that some words can have the same meaning as other words. I know how to explain my preferences about a text. I know that predicting means to say something that might happen based on my understanding of what has already happened. I know how to make sensible predictions using my knowledge of the story. I know how to answer who/what/where/when questions about a story that show my understanding. 	<p>Vocabulary Matching words with similar meanings Matching words to pictures that show their meaning</p>	<ul style="list-style-type: none"> Which of these words means....? Find the word that tells us.... 	<p>Traditional tales e.g. Rumpelstiltskin, Aladdin</p> <p>Extracts from class reader (the Owl who was afraid of the dark)</p> <p>Terminology:</p>
<p>4</p>	<ul style="list-style-type: none"> I know how to locate relevant information in a non-fiction text. I know what a title is and why it is important. I know what a glossary is and how it can help me learn new words. I know how to talk about the layout and 	<p>Retrieve Highlighting relevant information/facts Sorting facts into true/false</p> <p>Learning to use layout and structure of non-fiction texts to access relevant information</p>	<ul style="list-style-type: none"> Where can I find information about? 	<ul style="list-style-type: none"> Non-fiction fact files and information sheets related to theme.
		<p>Vocabulary Making a picture glossary of new words Highlighting tricky words in text as class</p>	<ul style="list-style-type: none"> Which word tells us that....? Which word means something that....? 	

	<p>presentation of a text and explain why it is set out in a certain way.</p> <ul style="list-style-type: none"> I know how to answer who/what/where/when questions about a story that show my understanding. 	<p>Explain As class- explore the layout of non-fiction texts and how they can help Locate certain information and discuss how it is presented.</p>	<ul style="list-style-type: none"> What kind of text is this? What have you learned from this text? How do the pictures/layout help us learn? 	
Summer 5	<ul style="list-style-type: none"> I know how to sequence the stages of a story by numbering them. I know how to use my understanding of a story to make sensible predictions about what may happen next. I know how to put myself in the position of a character and imagine what actions they may take. I know how to make simple inferences about characters based on what they say and do. I know how to explain my thoughts about a character and events in a text. 	<p>Sequence/predict Numbering pictures/steps in a story to show order (initially as a class) Acting out stages of story Predicting next steps of story (choose which picture could come next? Choose from these options which thing you think will happen next, then act it out etc)</p>	<ul style="list-style-type: none"> What do you think will happen next? Why? Are there any clues about what will happen next? Can you put these stages of the story in order from first to last? 	<p>Description based on class texts (Peter Rabbit)</p> <p>Stories by Julia Donaldson e.g. the Smartest Giant in Town, The Highway Rat</p>
		<p>Infer Hot seating of characters (orally) What would your character do in this situation? Role on the wall (keep simple, provide words)</p>	<ul style="list-style-type: none"> How do you think.....is feeling? Do you think is kind/sad/happy/mean etc? Why? 	
		<p>Explain Role play as character and someone interviewing them- ask why questions e.g. 'Why did you decide to...?'</p>	<ul style="list-style-type: none"> Who is your favourite character? Why? Why do you think Happened? Why do you think the character did.....? 	
6	<ul style="list-style-type: none"> I know that some poems can rhyme. I can appreciate the effect that rhyme has on a poem. 	<p>Vocabulary Making picture glossary Making glossary by matching words to definitions Writing own definitions to words</p>	<ul style="list-style-type: none"> Find the word that means.... Find the word that has the same/a similar meaning to.... Find the word that rhymes with... 	<p>Poetry</p> <p>Glossaries</p>

	<ul style="list-style-type: none"> • I know how to recognise words that rhyme in a poem. • I can recite rhyming lines of poems from memory. • I know what a glossary is and how it can help me. • I know how to retrieve important words from a text accurately. 	<p>(initially as class) Matching rhyming words</p>		
		<p>Retrieve Identifying powerful language and discussing its meaning Highlighting powerful words in text</p>	<ul style="list-style-type: none"> • Find the word that describes.... • Find the word that means.... • Which word is the most important in this line? Why? 	

