



Reading Progression St Francis Xavier – Year 1 2023-2024



Termly assessment	Literal Comprehension (LIT)				Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)	
	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
Y1 term 1	<p>Answer questions about information on a selected page.</p> <p>Example: Child can answer questions giving information from text, e.g. 'On page 7, what does it say the T-text ate?'</p>	<p>Retell, with prompting, some key points of a simple story in the correct sequence.</p> <p>Example: When prompted by an adult as necessary, child can retell some of the most important points of a story they have read.</p>			<p>Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done.</p> <p>Example: Child realises that the wolf pretended to be Mother Goat because he wanted to eat the kids.</p>	<p>Use title to make sensible prediction about the content of a book they are going to read.</p> <p>Example: The book is called <i>Frog Boy</i> and child says: 'I think the book is about a boy who likes bugs.'</p>	<p>Choose and locate favourite part of a book.</p> <p>Example: Child can show teacher a picture they find funny.</p>			<p>With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them.</p> <p>Example: When asked the meaning of a word that is fairly common but not in child's spoken vocabulary, e.g. 'tub', the child can sometimes work it out from the context.</p>	<p>Understand that some books are stories and other books contain facts about the world (non-fiction).</p> <p>Example: Child can say whether a book is a story or a non-fiction book of facts.</p>	<p>Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.</p> <p>Example: Child can retell a story using a refrain or phrase from the story.</p>
	<p>Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book.</p> <p>Example: Child can answer the question: 'Why did Tom let the spider out of the jar?'</p>				<p>Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done.</p> <p>Example: Teacher asks: 'Why did Emma run away?' and child infers that Emma ran away because she doesn't like bugs (inference based on the text saying, 'Yuck, a bug!' said Emma, and the picture showing her running off.)</p>					<p>With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them.</p> <p>Example: When asked the meaning of a word, e.g. 'glad,' child can often work it out from the context of the story.</p>		<p>Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.</p> <p>Example: When prompted, child can point to a line, a word and a letter.</p>
Y1 term 2	<p>Identify and links two significant events in a story they have listened to or read.</p> <p>Example: In <i>The Frog Prince</i>, child can answer the question: 'What did the princess have to do to the frog to get her ball back?'</p>		<p>Point to author's name on a book cover where name is easily identifiable, and explain what an author does.</p> <p>Example: Child can point to the author's name on the front cover and, when prompted, can say that the author wrote the book.</p>	<p>Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it.</p> <p>Example: Child mis-reads 'The cat saw a bat' as 'The cat was a bat' and, when asked whether it makes sense, recognises it doesn't. When mistake is pointed out, child corrects the word and, with support, can re-read the sentence correctly.</p>	<p>Link events in a book, in order to answer questions about why or how events take place.</p> <p>Example: Teacher asks: 'Why did the alien call the sheep a thing?' and child answers: 'Because it didn't know what a sheep was, because it had come from space.'</p>	<p>Explain a prediction about what might happen next in a book based on personal opinions and experience.</p> <p>Example: In a book where children are going to a park, teacher asks: 'What might the children do in the park?' and child replies: 'They might go on the slides, swings and see-saw.'</p>	<p>Select a favourite book and talk about why book is their favourite giving clear reasons.</p> <p>Example: Child identifies a book as their favourite and gives a reason, e.g. 'This book is about dogs, and I like dogs,' or 'This book is funny.'</p>	<p>Recite a very familiar rhyme they have learnt by heart.</p> <p>Example: Child can recite 'Humpty Dumpty' or another familiar rhyme.</p>				
	<p>Find a specific piece of information in answer to a literal question when looking at a double page spread.</p> <p>Example: Child can answer the question: 'What does Sam say on page 5?'</p>				<p>Link events in a book they have read, in order to answer questions about why or how events take place.</p> <p>Example: Child can answer questions such as: 'How did the fox trick the stork?' and 'Why did he want to trick him?'</p>				<p>When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.</p> <p>Example: With prompting, child may recall a phrase such as: 'What a soggy moggy!'</p>	<p>Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.</p> <p>Example: Child may reuse a phrase, e.g. 'soggy moggy,' in their own stories or conversations.</p>		



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Y1 term 3	<p>Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.</p> <p>Example: Child can answer the question 'Where do parrots live,' when the text also gives lots of other information about parrots or when it mentions the habitats of several different types of birds.</p>	<p>Retell familiar stories which have been read to them and discussed with them.</p> <p>Example: Child can retell several key events from a familiar story in the correct order.</p>			<p>Participate in discussion about books, drawing simple inferences based on things said and done.</p> <p>Example: In a conversation about why the title 'Silly Jack' suits the book, child might mention some of the silly things Jack does in the story.</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Example: In a story where a dragon eats the first and second knights, child can predict that the third knight is cleverer than the others so he will defeat the dragon.</p>	<p>Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.</p> <p>Example: Child says: 'I liked the bit when the man slipped on the banana skin. It was funny.'</p>	<p>Recite a simple rhyme or poem they have learnt by heart.</p> <p>Example: Child can recite a short rhyme or simple nursery rhyme from memory, e.g. 'Jack and Jill' or 'Inky Finky Ponky'.</p>			<p>Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.</p> <p>Example: Child can link characteristics of fairy stories, e.g. when asked 'How do traditional tales often end?' child answers: 'With them all living happily ever after.'</p>	
	<p>Explain their understanding clearly when referring to a book that has been read to them.</p> <p>Example: Child says: 'It was about a dinosaur called Brian and he didn't have any friends, because he kept nearly stepping on them by mistake. Then his friends all got bells so they could let the dinosaur know if they were near his big feet.'</p>			<p>With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading.</p> <p>Example: Child mis-reads a particular word in a sentence, e.g. mistaking 'then' for 'the,' and realises they have got the word wrong (with prompting from teacher if necessary). Child can correct the error after prompting and, with support, can re-read sentence correctly.</p>	<p>With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.</p> <p>Example: In a story where the character Silly Jack puts a cat in his pocket, child can say this is a silly thing to do in response to the question: 'What silly thing did Jack do with the cat?'</p>	<p>Recognise and joins in with predictable phrases in a book they have listened to or read.</p> <p>Example: When listening to a story with a repeated refrain, child can join in with the refrain once they have heard it several times.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Example: In a group context, child participates in talking about a book, listening to others and offering their views in turn.</p>			<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Example: When child comes across the word 'gleaming' they can guess at the meaning (supported by a picture) and, when prompted, can suggest an alternative word that could be used, e.g. 'shiny'.</p>	<p>Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.</p> <p>Example: When talking about a non-fiction text at an appropriate level, child listens to others and contributes their thoughts in turn, e.g. by linking the topic of the book to their own experiences.</p>	<p>Talk about the significance of the title and how it relates to events in a book.</p> <p>Example: When asked why a book is called 'Jack's Journey,' child says: 'Jack is the main character and the book is about what happened to him on his way to the seaside.'</p>

Expected attainment at end of Year 1