

AFIS Progression in Learning Framework for Reading – KS1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to **develop their love of literature through widespread reading for enjoyment**. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know.

The national curriculum for Reading aims to ensure that all pupils:

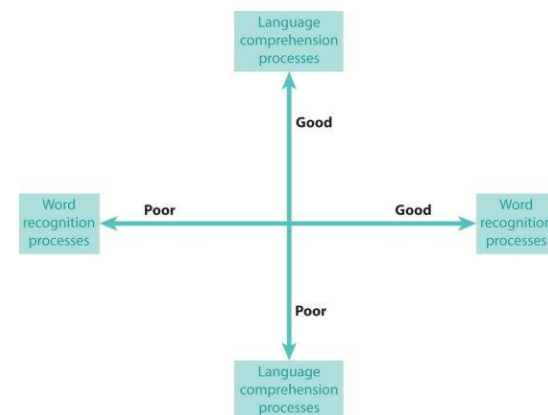
- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied literary heritage**

Reading

The reading element of the new curriculum is based on the Simple View of Reading, where reading is treated as two interlinked elements: **word reading** and **comprehension** (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



Word Reading skills: to be able to -

- speedily work out the pronunciation of unfamiliar printed words (decoding)
- speedily recognise familiar printed words

Word Reading Knowledge: to understand that -

- the letters on the page represent the sounds in spoken words

Comprehension Skills: to be able to -

- participate in high-quality discussion with the teacher
- read and discuss a range of stories, poems and non-fiction

Comprehension Knowledge: to know -

- about themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

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	Interface with EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Yr 1 Autumn Small Steps	Yr 1 Spring Small Steps	Yr 1 Summer Small Steps	Yr 2 Autumn Small Steps	Yr 2 Spring Small Steps	Yr 2 Summer Small Steps	Interface with KS2
Understanding and Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	To check that a simple text, that they can read independently, makes sense to them as they read it.	To re-read a section of text to check that it makes sense.	<p>To check inaccuracies and that a text makes sense as they read.</p> <p>To begin to self correct as they read, using their phonic knowledge</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	To continue to develop their ability to self- correct any mis-read words.	<p>To check that a text, that they can read independently, makes sense to them as they read it.</p> <p>To correct inaccurate reading. Inaccuracies should become less common as the children's fluency grows.</p>	To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
Comparing, Contrasting, Commenting	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and</p>	<p>To listen to a wide range of fiction and non-fiction texts at a level beyond that at which they can read independently.</p> <p>To link what they have read to them to their own experiences.</p> <p>To become very familiar with key stories</p>	<p>To listen to a wide range of fiction, non-fiction and poetry texts</p> <p>To link what they have read to their own experiences.</p> <p>To retell fairy stories and traditional tales, considering</p>	<p>To listen to and discuss a wide range of poems, stories and non-fiction texts, using key vocabulary and giving opinions</p> <p>Draw upon a range of experiences, when linking to a variety of texts</p> <p>To be familiar with key stories and retell in increasing detail. To compare</p>	<p>To listen to, discuss and express views about stories and non-fiction, at a level beyond that at which they can read independently</p> <p>To participate in discussion about books, poems and other works that are read to them and those that they can read for</p>	<p>To listen to, discuss and express views about fiction, non-fiction and a wide range of contemporary poetry,</p> <p>To ask and answer retrieval questions about a text, orally and in writing.</p>	<p>To listen to, discuss and express views about fiction, non-fiction and a wide range of classic poetry,</p> <p>To become increasingly familiar with and to retell a wider range of stories, fairy stories and traditional tales.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To identify themes and conventions in a wide range of books.</p>

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	<p>principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To identify and discuss the main characters and events in a story, considering the beginning, middle and end</p> <p>To join in with discussions about a text, listening to what others say.</p> <p>To identify the title of a text</p>	<p>their particular characteristics</p> <p>To recognise and join in with predictable phrases</p> <p>To explain orally their understanding of what has been read to them by retrieving some simple information from a text.</p> <p>To join in with discussions about a text, taking turns and listening to what others say. To give opinions and support with reasons.</p> <p>To identify the main events in a text</p>	<p>and contrast key texts</p> <p>Use patterns and repetition to support oral retelling</p> <p>To explain clearly and in detail, their understanding of what is read to them.</p> <p>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how</p> <p>To discuss the significance of titles and events.</p>	<p>themselves, taking turns and listening to what others say</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To give opinions and support with reasons e.g. Was Goldilocks a good or bad character?</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To consider other points of view.</p> <p>To recognise simple recurring literary language in stories and poetry, e.g. <i>Run, run as fast as you can...</i> and across texts e.g. <i>long, long, ago in a land far away...</i></p> <p>To make personal reading choices and explain reasons for choices</p>	
Word in Context and Authorial Choice	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the</p>	To discuss word meanings	To draw on what they already know or on background information and vocabulary provided by the teacher	To decode new words and link new meanings to those already known	To draw on what they already know from the text, or on background information, to develop their understanding of what they are reading.	To activate their prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>	To use morphology (such as prefixes) to work out unknown words. e.g. terror, terrorised	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss words and phrases that</p>

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	<p>meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>				<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>To discuss their favourite words and phrases.</p>		<p>capture the reader's interest and imagination.</p>
<p>Inference and Prediction</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences using a picture or photograph</p> <p>To use the front cover to predict what the text is about</p>	<p>To begin to make simple inferences on the basis of what is being said and done</p> <p>To predict what might happen next and say why</p>	<p>To begin to make simple inferences and give evidence from the picture or text to explain how or why they think that</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></p> <p>To begin to make more complex predictions about what might happen on the basis of what has been read so far in the text.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To refine, compare and discuss early predictions of a text.</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p>
<p>Poetry and Performance</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation,</p>	<p>To appreciate rhymes and poems</p>	<p>To recite simple poems by heart.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to appreciate and build up a repertoire of poems learnt by heart</p>	<p>To recite some poems with appropriate intonation to make the meaning clear.</p>	<p>To listen to, prepare and perform a developing repertoire of poetry, including contemporary and classical poetry.</p> <p>To begin to use appropriate intonation to make the meaning clear.</p>	<p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>

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	<p>rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>							
Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	To listen to and discuss non fiction books	To know the difference between fiction and non fiction	To begin to identify and explain some of the key features of non- fiction texts: contents page, glossary, photographs	To identify features of a non-fiction text: Index page, heading, sub heading, captions/labels	To read a range of non-fiction texts including information, explanations, instructions, recounts, reports	<p>To recognise that non- fiction books are often structured in different ways.</p> <p>To discuss how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i></p>	To retrieve and record information from non- fiction texts.

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Milestone 1 – Year 1	<p>I can check that a simple text I read makes sense.</p> <p>I can listen to and discuss a wide range of fiction, non-fiction and poetry texts.</p> <p>I can discuss the front cover of a text and use it to make a prediction.</p>	
Milestone 2 – Year 2	<p>I can re-read a section of text to check that it makes sense.</p> <p>I can retell traditional tales and join in with predictable phrases.</p> <p>I can begin to make simple inferences and predictions, based on what is being said and done.</p>	
Milestone 3 – Year 1	<p>I can check inaccuracies and begin to self-correct as i read, using my phonics knowledge.</p> <p>I can demonstrate my understanding of texts by answering questions related to who, what, where, when, why, how.</p> <p>I can begin to make simple inferences and predictions, giving reasons for my answers.</p>	
Milestone 1 – Year 2	<p>I can show an understanding of a text I read by drawing on background knowledge and vocabulary.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>I can ask and answer questions about a text, orally and in writing.</p>	
Milestone 2 – Year 2	<p>I can self correct any mis-read words.</p> <p>I can participate in discussions on a wide range of fiction, non-fiction and poetry texts that have been read to me, giving opinions and supporting these with reasons.</p> <p>I can make inferences and predictions about characters and events, using evidence from the story.</p>	
Milestone 3 – Year 2	<p>I can correct inaccurate reading and check that the text I am reading makes sense, as I read it.</p> <p>I can demonstrate understanding of a wide range of poetry, stories and non-fiction texts that I read independently and more challenging books that are listened to, through identifying key aspects of the text, explanation, and active discussion that takes account of what other say.</p> <p>I can make more complex inferences and refine early predictions of a text, based on what has been read so far.</p>	