

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
<p>National Curriculum Statements Draw upon knowledge of vocabulary in order to understand the text</p>	<p>Make inferences from the text.</p>	<p>Predict what might happen on the basis of what has been read / information that they have been given so far.</p>	<p>Identify / explain key aspects of fiction and non-fiction texts, such as character, events, titles and information.</p>		<p>Sequence the key events in the story.</p>
<p>With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story. <i>What does the word mean in this sentence? Find and copy a word which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section?</i></p>	<p>Makes simple inferences based on things said or done (especially about a character's motivation for their behaviour), including 'How...?' and 'Why...?' questions. <i>Why was..... feeling.....? Why did happen? Why did say? Can you explain why.....? What do you think the author intended when they said.....? How does make you feel?</i></p>	<p>Makes a simple and plausible prediction about what might happen next, based on personal experiences/views and what has been read so far. <i>Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? why? How do you think it will end/ Can you spot patterns in the story/ rhyme? What comes next can you join in? Using role play can you cast out what will happen next?</i></p>	<p>Can make comparisons within the text. With some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why <i>Who is your favourite character? Would you like to live in this setting? Why/Why not? Can you retell this part to a friend? Is there anything you would change about this story? Why? Why has the author included a picture? What does it tell you?</i></p>	<p>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. <i>What kind of text is this? Who did.....? Where did.....? When did.....? How many...? Why did..... happen?</i></p>	<p>Retells familiar stories, in the correct order, from those they have heard (or read). Retells the key points of a shared story. <i>Can you number these events 1-5 in the order that they happened? What happened after.....? What was the first thing that happened in the story? Can you summarise in a sentence the opening / middle/ end of the story? In what order do these chapter headings come in the story?</i></p>
Phonics and fluency					
<p>> Pupils can read with increasing fluency. > Read out-loud accurately books that are consistent with a pupil's phonic knowledge. > Re-read books to develop fluency and confidence</p>	<p>Y1: Pupils should be taught to: Apply phonic knowledge and skills to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes Involving alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words. Read common exception words noting unusual correspondences between spelling and sounds, and where these occur in the word. Read words containing s, es, ing, ed, er, est endings. Read other words of more than 1 syllable. Read words with contractions (eg I'm I'll we'll) and understand the apostrophe represents the omitted letter/s. Secure in phase 5 phonics.</p>				

	I can				Date of evidence / text used
V	I can tell a partner what some familiar words mean.				
I	I can make simple inferences based on things characters said or did.				
P	I can make plausible predictions about what might happen next based on personal experiences and what they have read so far.				
E	I can remember some interesting words/phrases from the story when someone asks me.				
R	I can answer simple "how" and "why" questions based on an event in the text.				
S	I can retell familiar stories, in order, from those that I have heard or read. I can retell the key points of a story we read as a class.				

	Notes
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