

Reading Comprehension at Glasshoughton Infant Academy

Nursery

I can engage in extended conversations about stories
I can learn new vocabulary from stories

I can handle a book carefully
I can understand that print has meaning and can have different purposes
I can understand that we read English text from left to right and from top to bottom
I can name the different parts of a book

I can ask questions about a book
I can share my own ideas and make comments about a book
I can act out favourite stories using props

Spring term

Autumn term

Summer term



Reception

I re-tell what happens in familiar stories that an adult reads to me.
I re-tell the beginning, middle and end part of a story.

Autumn term

Spring term

Guided Reading Sessions
Nursery – once a week in a small group
Reception – once a week in a small group
Year 1 – once a week in a small group initially, then as Year 2 when children are ready
Year 2 – daily as whole class with an extra teacher read for fluency
Texts include fiction, non-fiction and poetry from across the curriculum
Opportunities to predict, retrieve, infer, summarise and learn new vocabulary and their definitions.

I answer simple questions about the characters in stories I read.
I answer simple questions about the events in stories I read.
I answer simple questions about the setting in stories I read.
I talk about what I think will happen next in a story.
I answer simple questions about what I have found out from an information book.

I identify the main characters in a familiar story.
I identify the main events in a familiar story.
I identify and describe the setting of a familiar story.
I use some familiar words from stories I know (e.g I want my mummy!)

Summer term

Year 1



I say what I like and do not like about a text.
I link what I have heard or read to my own experiences.
I retell key stories orally using narrative language (e.g once upon a time, next, then, after that).
I describe the main characters within a well-known story.
I learn some poems and rhymes by heart.
I predict what will happen next in a story.
I check my reading makes sense and go back to correct when it doesn't.

I draw inferences from the text and/or illustrations.
I make predictions about the events in a text based on what I have read so far.
I predict what I think a text is about and give simple reasons for my prediction.
I answer questions about what I have found out from a non-fiction text.

Spring term

Summer term

Autumn term

Shared Reading
Carefully planned for daily shared reading sessions in all year groups, including fiction, non-fiction and poetry. Texts from across the curriculum included.

I answer retrieval questions.
I begin to draw inferences from the text and/or illustrations.
I predict what I think a text is about based on the front cover and title.
I recognise a fiction and non-fiction book.
I can explain that a fiction book is a story and made up.
I can explain that a non-fiction book is an information text.

Year 2

Autumn term

I re-read when a sentence/text does not make sense.
I talk about my favourite words and phrases in stories and poems.
I draw simple inferences from illustrations, events, characters' actions and speech.
I change the tone of my voice appropriately when reading a familiar story.
I summarise a text by re-telling the main events in a story and the main pieces of information from a non-fiction text.



Learning to Read Sessions
4 times a week in all year groups.
See GIA Phonics progression for ARE expectations in each year group, each term. Opportunities planned to learn, practice and apply taught phonemes and spelling patterns.

Summer term

I give an opinion on a range of texts.
I discuss the sequence of events in books and how they relate to each other.
I identify recurring language in stories and poems.
I recite some poems by heart.
I use appropriate intonation when reciting poems by heart.
I predict what will happen next based on what I have read so far.
I use the contents page in a non-fiction text to find information.

I draw inferences from illustrations, events, characters' actions and speech.
I begin to identify the theme of a story.
I use appropriate intonation when reading speech in a story.
I ask questions about what I have read.

Spring term