| Progression Step 1 | | |
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| **Knowledge and Skills** | **Vocabulary** | **Experiences and Characteristics** |
| **Building on Prior Knowledge –** Talk about how a text contains words related to the picture. Relate text to their personal experience and knowledge.<br><br>**Questioning –** Express my thoughts out loud and ask a question about the text.<br><br>**Make Powerful Connections –** Make simple connections between what has been read to me and my own life and experiences.<br><br>**Predicting –** Discuss what might happen next.<br><br>**Evaluation –** Talk about what I like based on what I have heard or read.<br><br>**Inferring –** Talk about how a character is feeling.<br><br>**Summarise –** Sequence/retelling the main events. | Author<br>Illustrator<br>Book<br>Story<br>Information<br>Non-Fiction<br>Fiction<br>Blurb<br>Text/picture<br>Character<br>Setting<br>Feelings<br>Speech/thought bubbles<br>Questions | **Essential**<br>• Access to and handling of a wide variety of reading material from a range of media and a range of genre, including Welsh and inclusive/diverse literature. e.g., books, internet, film, stories, access to library and book corner.<br>• To be read to by an adult.<br>• Opportunities to ask and answer questions e.g., Question matrix, question dice<br>**Enrichment**<br>• Opportunities to re-enact through role play and story props. E.g., life cycle of a frog.<br>• Linked small world areas and tuff trays |

| Progression Step 2 | | |
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| **Knowledge and Skills** | **Vocabulary** | **Experiences and Characteristics** |
| **Building on Prior Knowledge –** Recognise features of different genre in terms of language, structure and presentation e.g., fairy tales start with 'once upon a time', instructions have numbered steps.<br><br>**Questioning –** Ask a range of questions about the text in order to clarify my understanding.<br><br>**Make Connections –** Make connections between different texts, myself and the wider world. Make links between different types of reading material and literature.<br><br>**Predicting –** Discuss what might happen next and explain why.<br><br>**Evaluation –** Express an opinion about a text and give reasons for this. Identify the purposes and intended audiences of different texts.<br><br>**Inferring –** Use the text to infer meaning e.g., how a character feels by how they behave from their words and actions e.g., empathy.<br><br>**Summarise –** Highlight key words from a text. | *See vocabulary from previous progression step.*<br><br>Explanation<br>Instruction<br>Recount<br>Report<br>Discussion<br>Narrative<br>Poetry<br>Playscripts<br>Prediction<br>Infer<br>Evaluate<br>Summarise<br>Open and closed questions<br>Genre | **Essential**<br>• Access to a wide variety of reading material from a range of media and a range of genre, including Welsh and inclusive/diverse literature. e.g., books, internet, film, stories, access to library and book corner.<br>• To be read to by an adult.<br>• Opportunities to ask and answer questions e.g., Question matrix, question dice<br>• Opportunities to read to others, e.g., group reading<br>**Enrichment**<br>• Opportunities to re-enact through role play and use of story props. e.g., life cycle of a frog.<br>• Linked small world areas and tuff trays. |

| Progression Step 3 | | |
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| **Knowledge and Skills** | **Vocabulary** | **Experiences and Characteristics** |
| **Building on Prior Knowledge** – Recognise the characteristics of different genre e.g., difference between non-fiction/ fiction<br><br>**Questioning** – Ask an open-ended question about the text.<br><br>**Make Connections** – Make deeper connections between different texts, the wider world and myself.<br><br>**Inferring** – Make more detailed inferences supported by evidence from the text e.g 'his face flushed' this tells me he is embarrassed...<br><br>**Predicting** – Discuss multiple things that might happen next and base my explanation on what I already know about the text.<br><br>**Evaluation** – Draw conclusions from a text.<br><br>**Summarise** – Identify key points of a texts and explain them.<br><br>**Analyse**- Start to reference the key phrases to support views – addressing 'How' e.g., How does the writer... (starting to use SQE: State Quote Explain) | *See vocabulary from previous progression steps.*<br><br>Deduce<br>Summarise<br>'In your own words...'<br>'This shows...'<br>Emotions<br>'The text suggests...'<br>Features of a text<br>Literal questions<br>Analyse | **Essential**<br>• Access to a wide variety of reading material from a range of media and a range of genre, including Welsh and inclusive/diverse literature. e.g., books, internet, film, stories, access to library and book corner.<br>• To be read to by an adult.<br>• Opportunities to ask and answer questions e.g., Question matrix, question dice.<br>• Opportunities to read to others, e.g., group reading<br>**Enrichment**<br>• Opportunities to re-enact through role play and use of story props. e.g., life cycle of a frog.<br>• Linked small world areas and tuff trays. |

| Progression Step 4 | | |
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| **Knowledge and Skills** | **Vocabulary** | **Experiences and Characteristics** |
| **Building on Prior Knowledge –** I can recognise the characteristics of different genres e.g., different kinds of non-fiction texts eg blogs, letters, articles, infographics, instructions, leaflets – informative and persuasive.<br><br>**Questioning –** I can ask high order questions using the text – eg how do you know this text is reliable? Begin to speculate and offer tentative judgements.<br><br>**Skimming and Scanning** – to retrieve specific information from a text quickly to locate key words and phrases.<br><br>**Make Connections/compare –** I can make links between different texts, noticing similarities and differences between texts about the same subject/theme eg articles and blogs on the same subject. I can use quotations to support the links I make and explore how the writers present similar themes in different ways.<br>I can focus in on the language of quotations and explore the effect on the reader.<br><br>**Inferring –** I can use the text to infer meaning e.g., how the writer views the subject and whether they agree/disagree with attitudes they are writing about. Make judgements on attitudes and motives.<br><br>**Evaluation –** I can draw conclusions from a text. I can evaluate whether the text is useful or biased. I can begin to evaluate characters and relationships.<br><br>**Summarise –** I can identify key points about an aspect of a text and explain them in my own words using synonyms.<br><br>**Analyse** – I can analyse a text and explain how a writer expresses their viewpoint through the language they use. | *See vocabulary from previous progression step.*<br><br>Infer<br>Similarities/differences<br>Whereas/However<br>Similarly/Both<br>This suggests<br>This shows<br>This implies<br><br>Adjectives /Superlatives<br>Imperatives<br>Imagery<br>Repetition<br>direct address<br>Rhetorical questions<br>Facts<br>Statistics<br>Emotive language<br><br>Chapter/paragraph<br>Poem/verse/stanza/line<br><br>Mood and atmosphere | **Essential**<br>• Access to a wide variety of reading material from a range of media and a range of genre, including Welsh and inclusive/diverse literature. e.g., books, internet, film, stories, access to library and book corner.<br>• To be read to by an adult.<br>• Opportunities to ask and answer questions e.g., Question generator, question dice<br>• Opportunities to read to others, e.g., group reading<br>**Enrichment**<br>• Opportunities to re-enact through role play/hot seating. |

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| I can analyse a text and explain how a writer expresses their viewpoint through the structure of the text.<br>I can use quotations as evidence to support my analysis.<br>I can begin to analyse the way in which writers use language, structure and form to convey meaning and ideas.<br>I can begin to analyse language, structure and form to explore how writers create effects.<br>I can analyse a text and explain how a writer uses rhetoric to express their viewpoint.<br><br>**Synthesise** – I can highlight and prioritise key information from more than one text and combine it to make a new 'synthesised' text.<br><br>**Explanation** I can give an explanation of what the text or aspect of the text means.  I can explain what specific words or phrases in a text mean and can put them in my own words, using synonyms.<br><br>**Proofread** – I can read a text to check the accuracy of spelling, grammar and punctuation | | |