

# Comprehension Progression Document for Dialogic Reading

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.

Department for Education (2013) *The National Curriculum in England: Framework document*.

During their dialogic story reading, children will experience high-quality discussion to develop their vocabulary, grammar and comprehension skills. Teachers will feed the children's imagination and open up a treasure-trove of wonder and joy for curious young minds, building a love of stories and reading.

We share stories with children using the **PEER** Sequence approach.

**P**rompt the children using **CROWD**

(**C**ompletion, **R**ecall, **O**pen-ended, **W**h and **D**istancing) questions to say something about the book.

**E**valuate the child's response by rephrasing and adding information, if needed.

**E**xpand on the response.

**R**epeat the prompt to make sure the child has learned from the expansion.

# Pre-school Comprehension Progression Grid

## Dialogic Reading

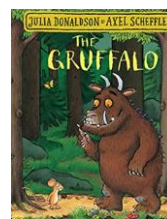
**Key vocabulary:** book, page, words, rhyme, syllables, front, back, title, author and illustrator.

### Progressive Key Skills

### Method

#### **Learning about a book:**

- Children learn about the book, page, words, rhyme, syllables, front, back, title, author and illustrator.
- Children begin to understand the story sequence (beginning and end).



#### **Completion Prompts:**

- Children begin to join in with repeated refrains to complete simple sentences (one independent clause: I kicked the ball).



#### **-Recall Prompts:**

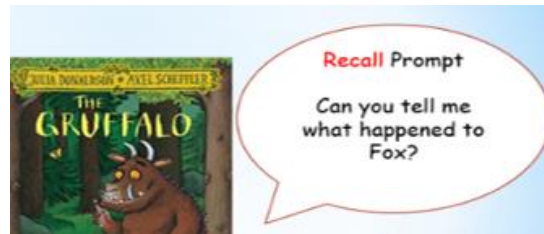
Children begin to recall events that have happened in the story and talk about them using simple vocabulary and phrases. Adults will expand answers by modelling simple complete sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Can you tell me what happened to Fox?

Child, "Fox runned away."

Adult, "The fox ran away."



#### **Open Ended Prompts:**

-Children begin to think about what is happening in the pictures and talk about characters and events using simple vocabulary and phrases. Adults will expand answers by modelling simple sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: What is happening in the picture?

Child, "Mouse see a Gruffalo."

Adult, "The mouse sees the Gruffalo".



### Wh Prompts:

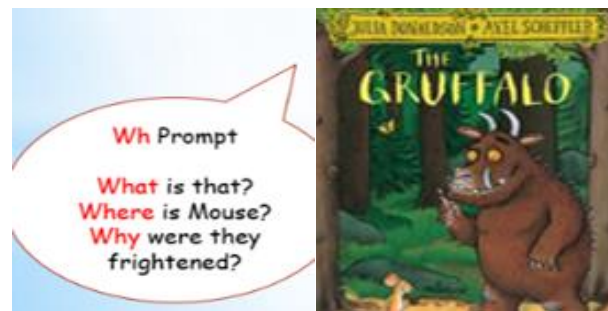
-Children begin to answer simple questions about the story. Adults will expand children's answers by modelling simple sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: What is that?

Child, "A mouse"

Adult, "A little brown mouse"



### Distancing Prompts:

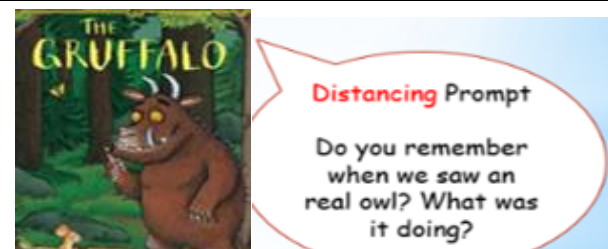
-Children begin to think about their own experiences and talk about them using simple vocabulary and phrases. Adults will expand answers by modelling simple sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Do you remember when we saw a real animal?

Child, "at a farm."

Adult, "I saw animals at the farm."



### Children are beginning to become independent story tellers:

-Children are beginning to demonstrate understanding of what has been read to them by beginning to retell stories using their own words, correct grammar and recently introduced vocabulary.

Children are given the opportunity to explore books and read to both adults and their peers within the learning environment and at home, building confident storytellers.



# Reception Comprehension Progression Grid

## Dialogic Reading

**Key vocabulary:** book, page, words, rhyme, syllables, front, back, title, author, illustrator, spine, capital letters, full stops, exclamation mark, question mark, sentences, character, events and blurb.

### Progressive Key Skills

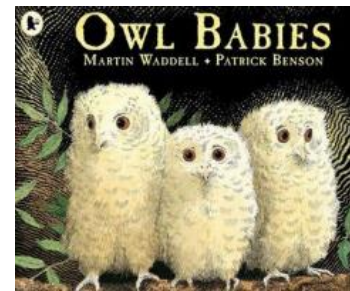
### Method

#### Continue to learn about a book:

-Continuing their learning from Pre-School, children learn about the book and text: book, page, words, rhyme, syllables, front, back, title, author and illustrator.

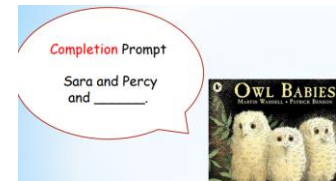
Plus: spine, capital letters, full stops, exclamation mark, question mark, sentences, character, events and blurb.

-Children understand the story sequence (the beginning and end, and begin to talk about them).



#### Completion Prompts:

-Children confidently join in with repeated refrains to complete compound sentences (compound means joined by a coordinating conjunction (and but so): I kicked the ball and it hit Tom).



#### Recall Prompts:

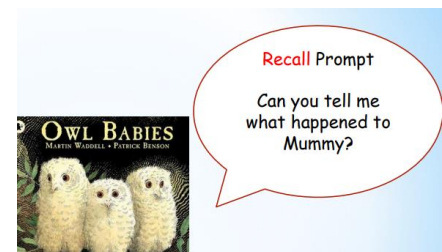
-Children recall events that have happened in the story and talk about them using simple sentences. Adults will expand children's answers by modelling compound sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Can you tell me what happened to Mummy?

Child, "The Mummy fled off!"

Adult, "The Mummy flew off so the owl babies are sad."



#### Open Ended Prompts:

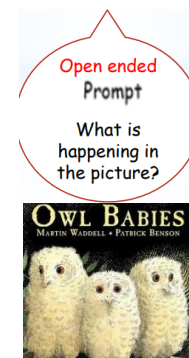
-Children think about what is happening in the pictures and talk about characters and events using simple sentences. Adults will expand children's answers by modelling compound sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: What is happening in the picture?

Child, "The owls are sad!"

Adult, "The owl babies are frightened and alone in the nest."



### Wh Prompts:

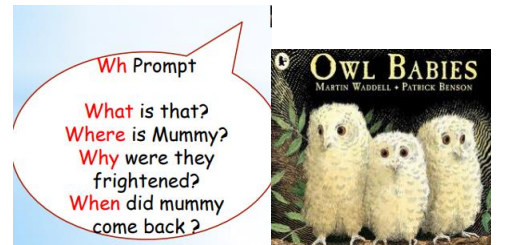
-Children begin to answer questions using simple sentences. Adults will expand children's answers by modelling compound sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: What is that?

Child, "It's an owl, in a nest!"

Adult, "It's a baby owl and it is in its nest."



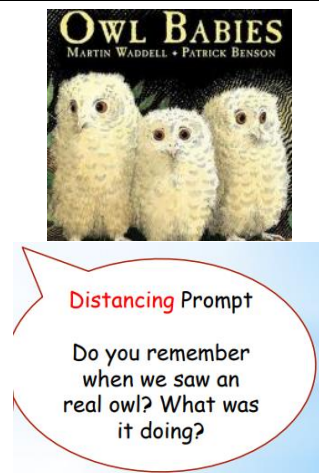
### Distancing Prompts:

-Children can recall their own experiences and link them to events in the story using simple sentences. Adults will expand answers by modelling compound sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Child, "I seen an owl."

Adult, "I was in the woods and we spotted an owl on the branch."



### Children are working towards the Comprehension Early Learning Goal to become independent and confident story tellers:

-Children can demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words, correct grammar and recently introduced vocabulary, and anticipate, where appropriate the key events in stories and rhymes.

Children are given opportunities to explore books and read them to both adults and their peers within the learning environment and at home, building confident storytellers.



# Year 1 Comprehension Progression Grid

## Dialogic Reading

**Key vocabulary:** book, page, words, rhyme, syllable, front, back, title, author, illustrator, spine, capital letters, full stops, exclamation mark, question mark, sentences, character, events, blurb, noun, verb, adjective, predictions, fluency and expression.

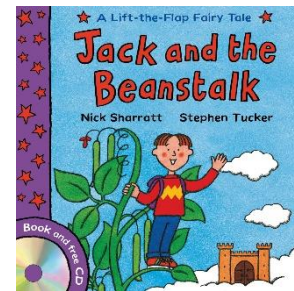
### Progressive Key Skills

### Method

#### Continue to learn about a book:

-Continuing their learning from Pre-School and Reception, children will learn about the book and text: book, page, words, rhyme, syllables, front, back, title, author and illustrator, spine, capital letters, full stops, exclamation mark, question mark, sentences, character, events and blurb. Plus: noun, verb, adjective, predictions, fluency and expression.

-Children understand the story sequence (the beginning, middle and end, sequencing events of the story. Children can talk books and use what they already know to understand them).



#### Completion Prompts:

-Children confidently join in with repeated refrains and use their own words to complete complex sentences (complex means it has a subordinate clause (when, because, if etc.) Eg. Tom cried because the ball hit him).

#### Day 1 - CROWD

- Display front cover, discuss and generate ideas about the story.
- Read the 'BLURB'. Does it help us figure out what the story could be about?
- Read the story from start to finish while the children listen.

##### Completion Prompts

- Re read the story stopping at appropriate points in order for the children to join in with repeated refrains and to complete sentences.

ie) "Fee-fi-fo-fum, I.....?"

Jack's mother was cross because...

- Repeat to the end of the book.



#### Recall Prompts:

-Children recall events that have happened in the story and talk about them using compound sentences. Adults will expand children's answers by modelling complex sentences to support children's vocabulary, grammar and sentence structure.

##### Example:

Question: Can you tell me what happened to the seeds?

Child, "The seeds grew and got big!"

Adult, "Jack threw the seeds into the soil, because he was angry, they grew into a beanstalk."

#### Day 2- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

##### Recall Prompts

- After every few pages, ask a question which allows the children to recall the text.
- Who does Jack live with?
- What happened to the seeds?
- Why was the Giant cross with Jack?



### Open Ended Prompts:

-Children think about what is happening in the pictures and confidently talk about characters and events using compound sentences. Adults will expand children's answers by modelling complex sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: What is happening in the picture?

Child, "Jack ran away and stole the hen!"

Adult, "Jack climbed down the beanstalk because the Giant was trying to catch him."

### Day 3- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

#### Open-ended prompts

- How do you think Jack is feeling when he has to sell his cow?
- Which character did you like the best and why?



### -Wh Prompts:

-Children answer questions using compound sentences. Adults will expand children's answers by modelling complex sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Why did Jack sell the cow?

Child, "He had no money and he was hungry!"

Adult, "Jack sold the cow so that he could use the money to buy food for him and his Mother."

### Day 4- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

#### W prompts

- Who are the characters in the story?
- Why did Jack have to sell his cow?
- What happens when Jack reached the top of the beanstalk?
- Where is the story set?



### Distancing Prompts:

-Children can confidently recall their own experiences and link them to events in the story using compound sentences. Adults will expand answers by modelling complex sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Who has planted a seed, what happened?

Child: "I planted a seed and it grew big"

Adult, "I planted a seed, watered it and put it in sunlight because this will help it to grow."

### Day 5- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

#### Distancing prompts

- Who has planted a seed, what happened?
- What have you climbed?
- What makes you feel frightened?



### Children are building on their skills from the Early Learning Goals and are working towards the End of Key Stage 1 Expectations to become independent and confident story tellers:

-Children are beginning to demonstrate a confident understanding of what has been read to them by using inference and retelling stories and narratives. They use a wide variety of vocabulary, correct grammar, and use simple sentences showing some expression. They anticipate where appropriate the key events and sequencing of stories, and can make predictions.

Children are given opportunities to explore books and read them to both adults and their peers within the learning environment and at home, building confident storytellers.



# Year 2 Comprehension Progression Grid

## Dialogic Reading

**Key vocabulary:** book, page, words, rhyme, syllable, front, back, title, author, illustrator, spine, capital letters, full stops, exclamation mark, question mark, sentences, character, events, blurb, noun, verb, adjective, predictions, fluency, expression, adverb, inverted commas, homophones and contractions..

### Progressive Key Skills

### Method

#### Continue to learn about a book:

-Continuing their learning from Pre-School, Reception and Year 1 children will learn about the book and text: book, page, front, back, spine, title, author, illustrator, words, rhyme, syllables, capital letters, full stops, exclamation mark, question mark, sentences, character, events, blurb, noun, verb, adjective, predictions, fluency and expression,  
Plus: adverbs, inverted commas, homophones and contractions.

-Children understand the story sequence (the beginning, middle and end, and confidently retell a wide range of stories. They talk about their favourite words and phrases and draw inferences from events and characters actions.



#### Completion Prompts:

-Children confidently join in with repeated refrains and use their own words and phrases to complete complex compound sentences (compound means joined by a coordinating conjunction (and but so) and complex means it has a subordinate clause (when, because, if etc.): Tom cried because the ball hit him, and I apologised to him).

#### Day 1- CROWD

- Display front cover, discuss and generate ideas about the story.
- Read the 'BLURB'. Does it help us figure out what the story could be about?
- Read the story from start to finish while the children listen.

##### Completion Prompts

- Re read the story stopping at appropriate points in order the children join in to complete the in complete sentence.

le) Shyly, he touched it with his stubby ..... ???

- Repeat to the end of the book.



#### Recall Prompts:

-Children recall events that have happened in the story and talk about them using complex sentences with expression and elaboration. Adults will expand children's answers by modelling complex compound sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Who watched the bear play?

Child, "The other bears watched the bear play when they heard him in the clearing."

Adult, "Then one night, a girl and her father came across the clearing and listened to bear play which they enjoyed very much."

#### Day 2- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

##### Recall Prompts

- After every few pages, ask a question which allows the children to recall the text.
- What noise did the strange thing make?
- Where was the bear and the thing?
- How did the bear feel when he played?
- Who watched him play?
- When did the girl and her father arrive in the clearing?





### Open Ended Prompts:

-Children think about what is happening in the pictures and confidently talk about characters and events using complex sentences with expression and elaboration. Adults will expand children's answers by modelling complex compound sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: How might the bear feel as he leaves for the big city?

Child, "Bear was excited because he was looking forward to going to the big city"

Adult, "Bear was feeling excited about moving to the big city, but he was also feeling sad to be leaving his friends because they will miss him."

### Day 3- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

#### Open-ended prompts

- How is the bear feeling at the start of the story?
- Why might the other bears be listening to him play?
- How might the bear feel as he leaves for the big city?
- As he sails away, how might his friends be feeling?
- How might the audience in the theatre be feeling?



### Wh Prompts:

-Children answer questions using complex sentences with expression, fluency and elaboration. Adults will expand children's answers by modelling complex compound sentences support children's vocabulary, grammar and sentence structure.

Children are encouraged to use the conjunction of because when explaining their answers

#### Example:

Question: What happens as the bear keeps practising his playing?

Child, "He got better at playing the piano because he practised!"

Adult, "The bears skills improved because he practised every day, so that he could confidently play magical melodies on the piano ."

### Day 4- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

#### W prompts

- Who are the characters in the story?
- What happens as the bear keep practising his playing?
- Where is the story set?
- Why does the bear go to the big city?
- When does the bear return to the forest?



### Distancing Prompts:

-Children can recall their own experiences and link them to events in the story using complex sentences with expression, fluency and elaboration. Adults will expand answers by modelling complex compound sentences to support children's vocabulary, grammar and sentence structure.

#### Example:

Question: Who has ever listened to a piano being played?

Child, "Me, because it was my Mum's birthday!"

Adult, "I went to the Sage in Newcastle with my family because it was Mum's birthday, and we listened to the pianist in the orchestra."

### Day 5- CROWD

- Recap the story, what can we remember from previous day?
- Begin to re read the story.

#### Distancing prompts

- Who has ever listened to a piano being played?
- Who has been to a theatre? What did you see?
- How does visiting the theatre make you feel?
- Who has been on a journey to a big city? What was it like?
- Who has a friend with a special talent?



### Children are working towards the End of Key Stage 2 Expectations to become independent and confident story tellers:

-Children can demonstrate a confident understanding of what has been read to them by using inference and retelling stories and narratives with expression and intonation. They use a wide variety of vocabulary, correct grammar, and fluently use some complex compound sentences showing expression. They anticipate where appropriate the key events and sequencing of stories, and can confidently make predictions based on what they have read.

Children are given opportunities to explore books and read them to both adults and their peers.



# 100 Books...

Adults have compiled a bespoke range of over 100 core texts that have been carefully selected to reflect their passion and enthusiasm for sharing books, encouraging a life-long love of reading!

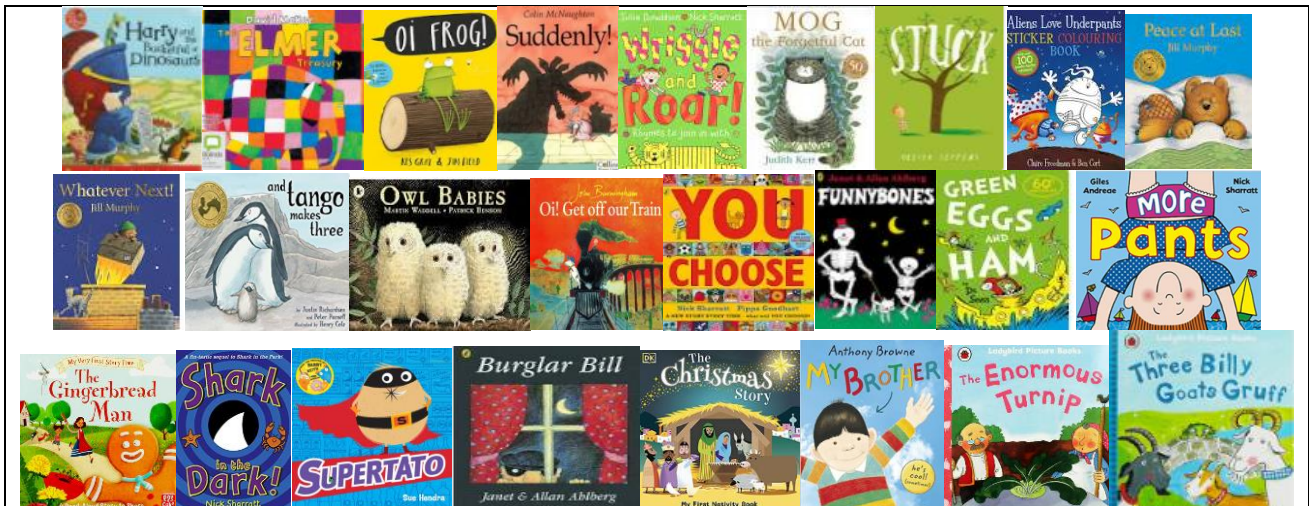


Children will share these books at school and at home.


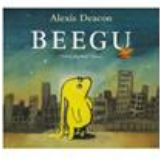







## Pre-School



## Reception



# Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
					
					
					
					

# Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
				