



Aspull Church Primary School

Reading Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Early Years Foundation Stage

Educational Programme

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Understanding the World

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Early Learning Goal

Literacy ELG:

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

National Curriculum

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

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. The national curriculum for English 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Subject Content

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- 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. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. 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.

Spoken language

Speaking and Listening is vital and runs throughout all aspects of reading.

Please note, Development Matters statements are in blue italics.

Reception Literacy – Word Reading and Comprehension

<p>By the end of Autumn Term</p> <p>Assessment Endpoint</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Join in with rhymes and stories. Join in with the rhythm of well-known rhymes and songs. Identify sounds in words, in particular, initial sounds. Segment and blend simple words demonstrating my knowledge of sounds. Link sounds to letters in the alphabet. Read a few common exception words matched to Read, Write Inc Group C/Ditty. <p>Comprehension</p> <ul style="list-style-type: none"> Hold a book, turn the pages and indicate an understanding of pictures and print. Tell a story to friends. Make suggestions about what might happen next in a story (predict). Talk about events and characters in books (retrieve). <p>Sounds Write Initial Code</p>	<p>Key Vocabulary</p>
<p>By the end of Spring Term</p> <p>Assessment Endpoint</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Read simple words and simple sentences. Identify rhymes. Find their own rhymes. <i>Read individual letters by saying the sounds for them.</i> <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i> <i>Read some letter groups that each represent one sound and say sounds for them.</i> <i>Read common exception words matched to Phonics Books.</i> <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i> <p>Comprehension</p> <ul style="list-style-type: none"> Talk about events and characters in books (retrieve). Sequence events in a story (sequence). Make suggestions about what might happen next in a story (predict). Talk about their favourite book. Use and explain vocabulary and events from stories in their play (vocabulary). <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i> Imitate and re-tell a familiar story using Talk for Writing. <p>Sounds Write Initial Code</p>	<p>rhyme song rhythm word vocabulary sentence poem alliteration repeated title picture print story setting beginning middle end character information retrieve find predict sequence</p> <p>phoneme letters letter names letter sounds initial sounds split sounds segment blend consonant vowel syllable</p>
<p>By the end of Summer 1</p> <p>Assessment Endpoint</p> <p>Early Learning Goal</p>	<p>ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; (retrieve, sequence and vocabulary) - Anticipate – where appropriate – key events in stories; (predict) - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (vocabulary).</p> <p>ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Sounds Write chosen phonics</p>	<p>author illustrator fiction non-fiction</p>

<p>Learning Outcomes to Support the Transition into Year 1</p> <p>By the end of Summer Term</p> <p>Assessment Endpoint</p>	<ul style="list-style-type: none"> • Read some words with adjacent consonants • Read a few common exception words • Be able to recite the alphabet. • Retrieve key information from the text (e.g. the author, the names of characters, places, ages etc.). • Understand who an author is. • Understand who an illustrator is. • Say how a character is feeling and explain why (infer). • Explain the difference between a fiction and non-fiction book. 									
	<p>2-3 year olds SEND</p> <p>Development Matters</p>	<p>3-4 year olds SEND</p> <p>Development Matters</p>	<p>Reception</p> <p>Development Matters/ELG</p>	<p>Year 1</p> <p>National Curriculum</p>	<p>Year 2</p> <p>National Curriculum</p>	<p>Year 3</p> <p>National Curriculum</p>	<p>Year 4</p> <p>National Curriculum</p>	<p>Year 5</p> <p>National Curriculum</p>	<p>Year 6</p> <p>National Curriculum</p>	
<p>Word Reading</p>	<ul style="list-style-type: none"> • Repeat words and phrases from familiar stories. R 	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing A • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother G 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. R • Say a sound for each letter in the alphabet and at least 10 digraphs R • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. A • Read words consistent with their phonic knowledge by sound-blending; A • Read some letter groups that each represent one sound and say sounds for them. A • Read a few common exception words matched to the school's phonic programme. A • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. G • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. G 	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words R • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes R • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught R • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word R • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs R • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words R • re-read these books to build up their fluency and confidence in word reading A • check that the text makes sense to them as they read and correct inaccurate reading A • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) G 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent R • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes R • read accurately words of two or more syllables that contain the same graphemes as above R • read words containing common suffixes R • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word R • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered R • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation R • re-read these books to build up their fluency and confidence in word reading R • check that the text makes sense to them as they read and correct inaccurate reading A 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet G • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word G 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet G • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word G 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet G 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet G 	

<p>Reading Widely</p>	<ul style="list-style-type: none"> Enjoy sharing books with an adult. R Pay attention and respond to the pictures or the words. A Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. G 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. G 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. G 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently R being encouraged to link what they read or hear read to their own experiences A becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics A recognising and joining in with predictable phrases A 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently R becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales A recognising simple recurring literary language in stories and poetry A 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R reading books that are structured in different ways and reading for a range of purposes R increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally R 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R reading books that are structured in different ways and reading for a range of purposes R increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally R 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that are structured in different ways and reading for a range of purposes R increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions A 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R reading books that are structured in different ways and reading for a range of purposes R increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions A
<p>Poetry and Perform</p>	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. R Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. R Say some of the words in songs and rhymes. R Copy finger movements and other gestures. R Sing songs and say rhymes independently, for example, singing whilst playing. G 	<ul style="list-style-type: none"> Sing a large repertoire of songs. A Know many rhymes, be able to talk about familiar books, and be able to tell a long story. G 	<ul style="list-style-type: none"> Sing a large repertoire of songs. A Know many rhymes, be able to talk about familiar books, and be able to tell a long story. G 	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart G 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear G 	<ul style="list-style-type: none"> recognising some different forms of poetry A preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action G 	<ul style="list-style-type: none"> recognising some different forms of poetry A preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action G 	<ul style="list-style-type: none"> learning a wider range of poetry by heart G preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience G 	<ul style="list-style-type: none"> learning a wider range of poetry by heart G preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience G
	<p>Key Vocabulary Sing, song,</p>	<p>Key Vocabulary rhyme</p>	<p>Key vocabulary Rhyme, poem, repeat</p>	<p>Key Vocabulary rhyme, poem, repeat, chant, alliteration</p>	<p>Key Vocabulary type, purpose, perform, recite, repertoire, intonation, voice, onomatopoeia</p>	<p>Key Vocabulary forms, purpose, prepare, rehearse, audience, pitch, tone, volume, actions, verse, structure</p>	<p>Key Vocabulary poetic form, purpose, dynamics (volume), facial expression, body language</p>	<p>Key Vocabulary poetic form, purpose amplify, stanza, rhyme scheme, rhythm, subject matter, gesture</p>	<p>Key Vocabulary poetic form, purpose, intent, prose, cadence, non-verbal communication, pace</p>
<p>Vocabulary Word Meaning</p> <p>CD 1/2a</p>	<ul style="list-style-type: none"> Use a wider range of vocabulary. G 	<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. G 	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known G drawing on what they already know or on background information and vocabulary provided by the teacher G 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary G discussing their favourite words and phrases G drawing on what they already know or on background information and vocabulary provided by the teacher G 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read R checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context A 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read R checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context A 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context A 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context A 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context A
	<p>Key Vocabulary Words,</p>	<p>Key Vocabulary Vocabulary, discussion, rhyme, role-play</p>	<p>Key Vocabulary vocabulary, word, meaning, dictionary, alliteration</p>	<p>Key Vocabulary explain, phrase, definition, dictionary, glossary, onomatopoeia</p>	<p>Key Vocabulary definition, sentence, context, find and copy, simile</p>	<p>Key Vocabulary context, multiple definitions, simile, metaphor</p>	<p>Key Vocabulary context, clarify, define, synonym, synonymous, antonym, homograph, literal, figurative, figure of speech, simile, metaphor, personification</p>	<p>Key Vocabulary context, connotation, literal, figurative, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron, synonym, synonymous, antonym</p>	
<p>Infer</p> <p>CD 1/2d</p>			<ul style="list-style-type: none"> discussing the significance of the title and events G making inferences on the basis of what is being said and done G 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done G 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G 	<ul style="list-style-type: none"> provide reasoned justifications for their views A drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G 	<ul style="list-style-type: none"> provide reasoned justifications for their views A drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G 	<ul style="list-style-type: none"> provide reasoned justifications for their views A drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence G

				Key Vocabulary infer, title, events, clues, character	Key Vocabulary infer, character, explain, feelings, setting	Key Vocabulary infer, emotions, thoughts, actions, support, evidence	Key Vocabulary Infer, impression, motive, suggest, support, prove, evidence	Key Vocabulary Infer, form, opinion, impression, viewpoint, justify/justified, evidence	Key Vocabulary infer, formulate, deduce/deduct, opinion, impression, perception, viewpoint, persona, justify/justified, evidence, defend, perspective
Predict CD 1/2e				<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far G 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied G
				Key Vocabulary predict, sensible guess, next, events	Key Vocabulary predict, explain, future, next, events	Key Vocabulary predict, possible, outcome, information, stated, implied, details	Key Vocabulary predict, possible, outcome, information, stated, implied, details	Key Vocabulary predict, justify, stated, implied, indicated	Key Vocabulary predict, justify, stated, implied, indirect, implicit, explicit
Explain and identify CD 2f CD 2g CD 2h						<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination A identifying themes and conventions in a wide range of books A identifying how language, structure, and presentation contribute to meaning G 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination A identifying themes and conventions in a wide range of books A identifying how language, structure, and presentation contribute to meaning G 	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing R making comparisons within and across books A discuss and evaluate how authors use language, including figurative language, considering the impact on the reader G identifying how language, structure and presentation contribute to meaning G 	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing R making comparisons within and across books A discuss and evaluate how authors use language, including figurative language, considering the impact on the reader G identifying how language, structure and presentation contribute to meaning G
						Key Vocabulary explain, author, choice, vocabulary, phrase, language, genre, purpose, features, structure, simile	Key Vocabulary explain, genre, purpose, structure, similarities, differences, emotive, capture, interest, shades of meaning, simile, metaphor	Key Vocabulary genre, purpose, convention, technique, literal, figurative, figure of speech, simile, metaphor, personification, mood, tone, atmosphere, compare and contrast	Key Vocabulary genre, purpose, intent, connotation, literal, figurative, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron, mood, tone, atmosphere, imagery, portray, compare and contrast
Retrieve CD 1/2b				<ul style="list-style-type: none"> answering and asking questions R being introduced to non-fiction books that are structured in different ways A 	<ul style="list-style-type: none"> retrieve and record information from non-fiction A 	<ul style="list-style-type: none"> retrieve and record information from non-fiction A 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion R retrieve and record information from non-fiction A 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion R retrieve and record information from non-fiction A 	
				Key Vocabulary retrieve, question, fiction, non-fiction, events, title, find information, layout, contents, index, glossary, images, captions, key	Key Vocabulary retrieve, important, record, key words	Key Vocabulary retrieve, locate, paragraph, titled, headed, key details	Key Vocabulary retrieve, statement, fact, opinion, viewpoint	Key Vocabulary retrieve, distinguish, fact, opinion, belief, judgement	
Sequence/ Summarise CD 1/2c				<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories; G 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related G 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these G 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these G 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas G 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas G
				Key Vocabulary Events, story	Key Vocabulary sequence beginning, middle, end, order, events, chronological, before, after, next, first, information,	Key Vocabulary summarise, main points/ideas, synopsis (plot), shorten, plot, plot points, events, paragraph, section, chronological	Key Vocabulary summarise, main points/ideas, synopsis (plot), reduce	Key Vocabulary summarise, main points/ideas, synopsis, condense	Key Vocabulary summarise, main points/ideas, synopsis, condense, focal, notion
Discussing Reading	<ul style="list-style-type: none"> Ask questions about the book. Make comments and shares their own ideas. A Develop play around favourite stories using props. G 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. A Talk about what they see, using a wide vocabulary. (UTW) G 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary G 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say R explain clearly their understanding of what is read to them G 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say R explain and discuss their understanding of books, poems and other material, both those that they listen to 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say R asking questions to improve their understanding of a text R 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say R asking questions to improve their understanding of a text R 	<ul style="list-style-type: none"> asking questions to improve their understanding R participate in discussions about books, building on their own and others' ideas and challenging views courteously R recommending books that they have read to 	<ul style="list-style-type: none"> asking questions to improve their understanding R participate in discussions about books, building on their own and others' ideas and challenging views courteously R recommending books that they have read to their peers, giving

			<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. G 		and those that they read for themselves G			their peers, giving reasons for their choices A <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary G 	reasons for their choices A <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary G
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