

Progression Document for Reading (Development Matters, Early Learning Goals, National Curriculum)

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Decoding children should:</p>	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT) matched to the phonics programme</p> <p>Read sentences and phrases made up of words with taught sounds and common exception words. (LIT)</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically and where these occur in the word</p> <p>read polysyllabic words containing taught graphemes</p> <p>read most words quickly & accurately without overt sounding and blending (frequently encountered)</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Prefixes: <i>un-, dis-, mis-, sub-, tele-, super-, auto-</i></p> <p>Suffixes: <i>-ness, -ful, -less, -ly, -ing, -er, -ed</i></p> <p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words)</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><i>accident(ally), address, although, answer, appear, arrive, believe, bicycle, breath(e), build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, important, increase, interest, island, knowledge, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, thought, through, various, weight, woman, women</i></p> <p><i>length</i></p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Prefixes: <i>in-, -im-, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i></p> <p>Suffixes / word endings: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i></p> <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><i>accident(ally), actually, address, although, answer, appear, believe, breath(e), build, business, calendar, caught, centre, century, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, exercise, experience, experiment, extreme, famous, favourite, forward(s), grammar, group, guard, guide, heard, heart, imagine, important, increase, interest, island, knowledge, learn, library, material, medicine, minute, natural, naughty, notice, occasion(ally), often, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, sentence, separate, special, straight, strange, strength, suppose, therefore, though, thought, through, various, woman, women</i></p> <p><i>length</i></p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Suffixes / word endings: <i>cious, tious, cial, tial, ant, ance, ent, ence, ency, -ate, -ise, -ify, -able, -ible, -ably, -ibly</i></p> <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</p> <p>Accurately read the words on the NC Y5/6 word list:</p> <p><i>accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, rhyme, rhythm, sacrifice, secretary, signature, sincerely, soldier, stomach, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, yacht.</i></p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Suffixes / word endings: <i>-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, ency, -able, -ible, -ably, -ibly</i></p> <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</p> <p>Accurately read the words on the NC Y5/6 word list:</p> <p><i>accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, soldier, stomach, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, yacht.</i></p>
<p>Range of reading children should:</p> <p>COVERAGE</p>		<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p><i>*Refer to Year group text map</i></p>	<p>listen to, discuss and express 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</p> <p><i>*Refer to Year group text map</i></p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> <p>identify themes and conventions in a wide range of books</p> <p><i>*Refer to Year group text map</i></p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> <p>identify themes and conventions in a wide range of books</p> <p><i>*Refer to Year group text map</i></p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p> <p><i>*Refer to Year group text map</i></p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p> <p><i>*Refer to Year group text map</i></p>

<p>Familiarity with texts children should:</p>	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT) ELG</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (DM)</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as an exact repetition and some in their own words. (DM)</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*Refer to Year group text map</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>*Refer to Year group text map</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>*Refer to Year group text map</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>*Refer to Year group text map</p>	<p>increase 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</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>*Refer to Year group text map</p>	<p>increase 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</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>*Refer to Year group text map</p>
<p>Poetry and performance children should:</p>	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p> <p>*Refer to Year group text map</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p> <p>*Refer to Year group text map</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>*Refer to Year group text map</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p> <p>*Refer to Year group text map</p>	<p>learn a wider range of poetry by heart, 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</p> <p>*Refer to Year group text map</p>	<p>learn a wider range of poetry by heart, 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</p> <p>*Refer to Year group text map</p>
<p>Word meanings children should:</p>	<p>Talk about elements of a topic using newly Recently introduced vocabulary (C&L) ELG</p>	<p>discuss word meanings and link new meanings to words already known</p> <p>Recognise and comment on repeating patterns of language eg, rhymes and predictable phrases</p> <p>After discussion, pick out key words in a text. Eg, find a word that tells us how the character is feeling, find a word that tells me about the house...</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>Identify and discuss their favourite words and phrases – explain why they like these.</p> <p>Pick out key words / phrases in a text, eg, First / next, once upon a time, suddenly, unfortunately....discuss the use and significance</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Re-reading takes place to check that the text makes sense.</p> <p>Discuss understanding of words in the context. Begin to find the meaning of new words using substitution within a sentence</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Discuss understanding of words in the context. Find the meaning of new words using the context of new sentences. Link new words to other words they already know.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Discuss understanding of and identify the meaning of words in the context.</p> <p>Read 'around the word' and explore its meaning in the broader context of a section or paragraph</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Discuss understanding of and identify the meaning of words in the context.</p> <p>Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph</p>
<p>Understanding children should:</p>	<p>Understand how to listen carefully. (C&L)</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p>	<p>discuss the significance of the title and events</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer and ask questions</p> <p>locate specific information in response to a simple question in books read accurately and those they listen to.</p> <p>Ask and answer straight forward questions about a text.</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Retell main points in sequence, referring to opening and build up.</p> <p>Identify themes and conventions in a wide range of books</p> <p>Identify morals and messages in a story</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify themes and conventions in a wide range of books</p> <p>Identify morals and messages in a story</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>Relevant questions are asked to improve understanding.</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>make comparisons within and across books</p> <p>Simple comparisons within and across books, in terms of, for example, genre, theme and plot, are beginning to be noticed and discussed.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Understand aspects of narrative structure, including how chapters are linked together and how passing of time is conveyed to the reader.</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>Questions are asked to improve understanding. Questions can be generated about the text to improve understanding.</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>make comparisons within and across books</p> <p>Simple comparisons within and across books, in terms of, for example, genre, theme and plot, are beginning to be noticed and discussed.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>
<p>Inference children should:</p>	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</p> <p>Develop inference through use of pictures.</p>	<p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p> <p>Develop inference through use of pictures. (eg, character's emotions / reactions to an event in a story)</p>	<p>make inferences on the basis of what is being said and done</p> <p>Infer what characters are</p> <p>like from their actions – make simple inferences about characters, based on what is said or done in books that are read accurately and those that are listened to. (Eg, understands simple cause and effect and what may have prompted a character's behaviour in a story.)</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>make simple inferences using evidence in a range of texts.</p> <p>Begin to use quotations from the text to support opinions and ideas</p> <p>(eg I think this because..... it says this in the text.)</p> <p>Discuss the actions and relationships of the main characters and justify views using evidence from the text</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>justify inferences with evidence</p> <p>Use relevant prior knowledge/details from the text to form inferences</p> <p>Empathise with different characters' points of view (explicit)</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Provide reasoned justifications for views</p> <p>Use relevant prior knowledge/details from the text to form inferences</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Provide reasoned justifications for views</p> <p>Give one or two pieces of evidence to support the point they are making</p>

				<ul style="list-style-type: none"> Discuss the relationship between characters based on dialogue 	<ul style="list-style-type: none"> Identify the use of descriptive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do. Discuss, moods, and feelings using inference and deduction 	<p>Begin to draw evidence from more than one place across a text</p> <p>Empathise with different characters' points of view (implicit and explicit)</p> <ul style="list-style-type: none"> Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction 	<p>Use evidence from across larger sections of text</p> <p>Actively generate a variety of questions and adjust questions in light of evidence from the text.</p> <p>Use relevant prior knowledge/details from the text to form inferences</p> <p>Empathise with different characters' points of view (implicit and explicit)</p> <ul style="list-style-type: none"> Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction
<p>Prediction children should:</p>	<p>To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events ELG some as exact repetition and some in their own words.</p>	<p>predict what might happen on the basis of what has been read so far</p> <p>Anticipate key events and be able to explain these in their own words.</p> <p>Anticipate what will happen next based on events or what a character says.</p>	<p>predict what might happen on the basis of what has been read so far.</p> <p>Anticipate subsequent events in a story and explain these with reference to what they have read.</p>	<p>predict what might happen from details stated and implied</p> <p>Use relevant prior knowledge to make predictions</p> <p>Use details from the text to form further predictions</p>	<p>predict what might happen from details stated and implied</p> <p>Use relevant prior knowledge/details from the text to form predictions and justify them.</p> <p>Justifying predictions using a specific reference point in the text and views are justified using evidence.</p> <p>monitor predictions and compare them with the text as they read on.</p>	<p>predict what might happen from details stated and implied</p> <p>Use relevant prior knowledge/details from the text to form predictions and justify them.</p> <p>Consolidate the skill of justifying predictions using a specific reference point in the text.</p> <p>Consolidate the skill of monitoring predictions and compare them with the text as they read on.</p> <p>Use knowledge of structure and/or content of a text in order to make or confirm predictions.</p>	<p>predict what might happen from details stated and implied</p> <p>Predictions are supported by relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>
<p>Authorial intent children should:</p>				<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify where language is used to create mood or build tension and identify a few basic features of writer's use of language but with little or no comment, for example, 'There are lots of adjectives in this text.'</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>begin to learn that there are different conventions of writing; for example, greetings in letters, a diary written in first person or the use of presentational devices; such as, numbering and headings.</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>comments are made on the choice of language in order to create moods and build tension.</p> <p>Through discussion, discuss the effect that language has on the reader.</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>the conventions of different types of writing, for example, greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings, are recognised</p> <p>Explore how different texts appeal to readers using varied sentence structures and descriptive language</p>	<p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p> <p>the difference between literal and figurative language is understood.</p> <p>Language and theme are beginning to be referred to when views are justified.</p> <p>Discuss the effectiveness of the author's language to create mood and build tension – with examples from the text</p> <p>Discuss and explore how writers use language for comic and dramatic effects</p> <p>identify how language, structure and presentation contribute to meaning</p> <p>features of different fiction genres are identified, for example, science fiction, adventure, myths and legends, etc. With the support of a teacher, structure and language features of a range of non-fiction text types are identified, for example, subtitles and</p>	<p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p> <p>the difference between literal and figurative language is understood.</p> <p>The style and techniques used by individual writers or poets, for example, metaphor, simile, analogy, imagery, are identified and described using technical terms. The effect is also described.</p> <p>identify how language, structure and presentation contribute to meaning</p> <p>With prompts, structure and language features of both fiction and non-fiction text types are recognised and knowledge of them is used in order to support understanding when reading.</p>

						headings in explanations and recounts, and emotive language in persuasion.	
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<p>Non-fiction children should:</p>	<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.ELG</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p> <p>*Refer to Year group text map</p>	<p>be introduced to non-fiction books that are structured in different ways</p> <p>*Refer to Year group text map</p>	<p>retrieve and record information from non-fiction texts using titles, headings, sub-headings and indexes. Show some awareness of organisational features, retrieve and record information; using basic organisational features, such as the title and main headings.</p>	<p>retrieve and record information from non-fiction texts organisational features and conventions, for example, title, index, glossary and contents, are identified and used to locate and retrieve information. Generally, information is recorded from non-fiction, using titles, headings, subheadings and indexes.</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts information is located in non-fiction</p> <p>texts by beginning to use appropriate skills, for example, identifying non-fiction features such as headings and subtitles, skimming, scanning, text marking and by using ICT resources. Information is beginning to be recorded appropriately.</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts Information is quickly retrieved and recorded from non-fiction, using the structure of the text as support. The skills of skimming, scanning and text marking are used to locate relevant information. Generally, information from non-fiction texts is recorded appropriately.</p>
<p>Discussing reading children should:</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.ELG</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>- show awareness that writers write for a purpose.</p> <p>answer and ask questions locate specific information in response to a simple question in books read accurately and those they listen to.</p> <p>Ask and answer straight forward questions about a text.</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>With prompts, there is participation in discussions about books and an ability to explain and discuss ideas, while a focus on the topic is maintained. Generally, books that have been read are recommended with reasons.</p>	<p>recommend books that they have read to their peers and giving reasons for their choices a personal viewpoint and response to a text is expressed, with simple reasons for choices. The text is sometimes referred to when explaining views.</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>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</p> <p>provide reasoned justifications for their views</p>	<p>recommend books that they have read to their peers and giving reasons for their choices a personal viewpoint and response to a text is expressed, with reasons for choices and a recognition of its effect on a reader. The text is referred to when explaining views.</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>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</p> <p>provide reasoned justifications for their views</p>