



Progression in Reading 2019

Statement	Working towards	Working at	Greater Depth
<b>Year 6: Word Reading</b>			
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.			
<b>Year 6: Attitudes to Reading</b>			
Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books	Read a wide range of fiction and non-fiction texts, including those from across history and from other cultures discussing and giving opinions on what they have read.	<b>Read age-appropriate books with confidence and fluency (including whole novels)</b> discussing and giving opinions on what they have read with some examples and justifications for their opinions.	Read a wide range of age-appropriate books with confidence and fluency (including whole novels), discussing and giving valid and justified opinions on their choices.
Reads books that are structured in different ways and reading for a range of purposes.	Give some examples of how books can be structured in different ways to suit a range of different purposes.	Read a wider range of books and making comparisons and discussing different structures and how they meet their purpose.	Using experience from reading a wide range of texts, critique and evaluate different structures in terms of meeting their purpose.
Increases 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.	Read a wide range of fiction and non-fiction texts, including those from across history and from other cultures discussing and giving opinions on what they have read.	Read age-appropriate books with confidence and fluency (including whole novels) discussing and giving opinions on what they have read with some examples and justifications for their opinions.	Read a wide range of age-appropriate books with confidence and fluency (including whole novels), discussing and giving valid and justified opinions on their choices.
Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text.	Begin to develop preferences for certain genres/authors and be able to give simple reasons for choices with reference to the text.	Express views about genres/series/authors explaining preferences and justifying reasons with reference to texts, drawing on comparing and contrasting examples.	Using experience from reading a wide range of texts, reflect on how reading preferences have developed and be able to persuade others using well-chosen examples.
Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and	Answers questions based on themes and conventions in and across a wide range of texts.	Independently identifies and discusses themes and conventions in and across a wide range of texts.	Confidently and spontaneously discusses themes and conventions in and across a wide range of texts.



autobiographies; or considering accounts of the same event, with identification of viewpoint developed through close reference to the text.			
Makes comparisons within and across books. May contain some detailed discussion of textual conventions or features as used by writers from different periods, or ideas about how topics are treated differently in texts from different cultures.	When prompted, makes comparisons within and across books.	<b>Makes comparisons within and across books.</b>	Using experience from reading a wide range of texts, makes comparisons and engages in detailed discussions of textual conventions, including ideas about different cultures.
Learns a wider range of poetry by heart.	Recites three or four poems by hearts and recognises other familiar poems, joining in with repeated phrases.	Recites several poems by heart and recognises several other familiar poems.	Recites a wide range of poetry by heart.
Prepares poems and plays to read aloud and to perform, showing understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience.	With support (perhaps as part of a small group), prepares poems and plays to read aloud and to perform.	<b>Reads aloud with intonation that shows understanding.</b>	Confidently performs poems and plays, showing good understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience and the audience are engaged.
<b>Year 6: Understanding Reading</b>			
Check that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.	Checks that the book makes sense to them by discussing their understanding with an adult.	<b>Work out the meaning of words from the context</b> and checks that the book makes sense to them by discussing their understanding.	Generally, understands texts that are chosen, but spontaneously seeks guidance if text is challenging to develop understanding further.
Asks questions to improve their understanding and explore ideas in detail.	When prompted, can find an element of the text that they did not understand and ask a peer/adult for an explanation.	Asks questions to improve their understanding and explore ideas in detail, may still be reliant on support of peers/adults to help give answers.	Spontaneously asks questions to improve understanding and independently seeks out answers, exploring ideas in detail.
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments securely based in textual evidence with an attempt at detailed exploration).	When questioned, draws inferences such as inferring characters' feelings, thoughts and motives from their actions.	<b>Explains and discusses understanding of what they have read, drawing inferences and justifying these with evidence.</b>	Freely comments on texts and shows a deep understanding of inferences, even those that are less explicit. Spontaneously finds good evidence in the text to justify responses.



Predicts what might happen from details stated and implied. Justifies predictions with specific textual references or quotation.	When prompted, can state what might happen next and can justify responses with evidence from the text.	<b>Predicts what might happen from details stated and implied.</b> Justifies predictions with specific textual references or quotation.	Confidently and spontaneously predicts what is likely to happen from details stated and Implied, using excellent examples from the text.
Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt textual reference or quotation to support argument).	With guidance, summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<b>Summarises main ideas, identifying key details and using quotations for illustration.</b>	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt textual reference or quotation to support argument).
Identifies how language, structure and presentation contribute to meaning. (e.g. explains how structural choices support writer's theme or purpose)	With prompting, identifies how basic features of language structure and presentation contribute to meaning.	Independently and correctly identifies how language, structure and presentation contribute to meaning.	Uses knowledge of how language, structure and presentation contributes to meaning, evaluating texts in terms of their effectiveness for the given audience.
Distinguishes between statements of fact and opinion.	From a list of statements, can correctly identify which are fact and which are opinion.	Readily distinguishes between statements of fact and opinion, giving examples of each and explaining how they know they are correct.	Uses knowledge of statements of facts and opinions to critically evaluate texts in terms of how reliable the information presented is.
Retrieves, records and presents information from non-fiction. Relevant points clearly identified including summary and synthesis of information from different sources in the text.	Retrieves information from non-fiction texts.	<b>Retrieves, records and presents information from non-fiction texts.</b>	Retrieves, records and effectively presents information from non-fiction. Relevant points clearly identified including summary and synthesis of information from different sources in the text.
<b>Year 6: Discuss, explain and evaluate</b>			
Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.	Joins in with discussions evaluating how authors use language, including figurative language, considering the impact on the reader.	Confidently discusses and <b>evaluates how authors use language, including figurative language, considering the impact on the reader.</b>	Confidently and readily discusses and evaluates in detail how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.
Participates in discussions about books that are read to them and those they can	With prompting, participates in discussions about books that are read to	Readily participates in discussions about books that are read to them and those	Engages actively in discussions about books that are read to them and those



read for themselves, building on their own and others' ideas and challenging views courteously.	them and those they can read for themselves.	they can read for themselves, building on their own and others' ideas and challenging views courteously	they can read for themselves, building on their own and others' ideas and challenging views courteously and effectively to help persuade others to come round to their way of thinking.
Explains and discusses their understanding of what they have read, developing explanations through close reference to the text. Demonstrate understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Explains their understanding of what they have read and when discussing with an adult develops explanations through close reference to the text.	Explains and discusses their understanding of what they have read, developing explanations through close reference to the text.	Confidently explains and discusses their understanding of what they have read, referring extensively to the text and finding relevant parts/quotations.
Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.	Provides reasoned justifications for their views and can find relevant part of text and/or quotation to support points made.	Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.	Draws on experience from reading a wide range of texts to provide reasoned justifications for their views, incorporating apt and effective textual reference and quotation to support main ideas and develop persuasive arguments.
<b>Year 5: Word Reading</b>			
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.			
<b>Year 5: Attitudes to Reading</b>			
Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	EOY6: Read a wide range of fiction and non-fiction texts, including those from across history and from other cultures discussing and giving opinions on what they have read.	EOY6: <b>Read age-appropriate books with confidence and fluency (including whole novels)</b> discussing and giving opinions on what they have read with some examples and justifications for their opinions.	EOY6: Read a wide range of age-appropriate books with confidence and fluency (including whole novels), discussing and giving valid and justified opinions on their choices.



<p>Reads books that are structured in different ways and reading for a range of purposes</p>	<p>EOY6: Give some examples of how books can be structured in different ways to suit a range of different purposes.</p>	<p>EOY6: Read a wider range of books and making comparisons and discussing different structures and how they meet their purpose.</p>	<p>EOY6: Using experience from reading a wide range of texts, critique and evaluate different structures in terms of meeting their purpose.</p>
<p>Increases 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>EOY6: Read a wide range of fiction and non-fiction texts, including those from across history and from other cultures discussing and giving opinions on what they have read.</p>	<p>EOY6: <b>Read age-appropriate books with confidence and fluency (including whole novels)</b> discussing and giving opinions on what they have read with some examples and justifications for their opinions.</p>	<p>EOY6: Read a wide range of age-appropriate books with confidence and fluency (including whole novels), discussing and giving valid and justified opinions on their choices.</p>
<p>Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer's purpose and effect on the reader.</p>	<p>Gives examples of books that they have read and enjoyed, with some reasons for their choices. With prompting, says what effect the book has on the reader.</p>	<p>Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer's purpose and effect on the reader.</p>	<p>Using experience from reading a wide range of texts, recommends books to peers with similar tastes, giving justifiable reasons for their choices. Identifies writer's purpose and comments on the effectiveness of this.</p>
<p>Identifies and discusses themes and conventions in and across a wide range of writing. Comments identify similarities and differences between texts e.g. narrative conventions in traditional tales or stories from different cultures, ballads etc.</p>	<p>Identifies different writing genres and can say how two contrasting texts are similar and how they are different e.g. narrative conventions in traditional tales vs. formal language conventions of non-fiction texts. Some basic explanation given.</p>	<p>Identifies and discusses themes and conventions in and across a wide range of texts. Can compare contrasting texts in terms of similarities and differences, giving some explanation. <b>EOY6: Makes comparisons within and across books</b></p>	<p>Confidently identifies and discusses themes and conventions in and across a wide range of texts. Compares contrasting texts with clear examples from books, or own invented examples. Makes reference to writer's purpose and audience in explanations.</p>
<p>Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation.</p>	<p>Identifies different writing genres and can say how two contrasting texts are similar and how they are different e.g. narrative conventions in traditional tales vs. formal language conventions of non-fiction texts. Some basic explanation given.</p>	<p>Identifies and discusses themes and conventions in and across a wide range of texts. Can compare contrasting texts in terms of similarities and differences, giving some explanation. <b>EOY6: Makes comparisons within and across books</b></p>	<p>Confidently identifies and discusses themes and conventions in and across a wide range of texts. Compares contrasting texts with clear examples from books, or own invented examples. Makes reference to writer's purpose and audience in explanations.</p>
<p>Learns a wide range of poetry by heart.</p>	<p>Recites one or two favourite poems by heart and recognises some other familiar poems.</p>	<p>Recites three or four poems by hearts and recognises other familiar poems, joining in with repeated phrases.</p>	<p>Recites several poems by heart and recognises several other familiar poems, joining in with repeated phrases and committing new poems to memory.</p>



Prepares 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.	EOY6: With support (perhaps as part of a small group), prepares poems and plays to read aloud and to perform.	<b>EOY6: Reads aloud with intonation that shows understanding.</b>	EOY6: Confidently performs poems and plays, showing good understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience and the audience are engaged.
<b>Year 5: Understanding Reading</b>			
Checks that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.	EOY6: Checks that the book makes sense to them by discussing their understanding with an adult.	<b>EOY6: Work out the meaning of words from the context</b> and checks that the book makes sense to them by discussing their understanding.	EOY6: Generally, understands texts that are chosen, but spontaneously seeks guidance if text is challenging to develop understanding further.
Asks questions to improve their understanding and explore ideas.	EOY6: When prompted, can find an element of the text that they did not understand and ask a peer/adult for an explanation.	EOY6: Asks questions to improve their understanding and explore ideas in detail, may still be reliant on support of peers/adults to help give answers.	EOY6: Spontaneously asks questions to improve understanding and independently seeks out answers, exploring ideas in detail.
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments are developed drawing on evidence across the text).	EOY6: When questioned, draws inferences such as inferring characters' feelings, thoughts and motives from their actions.	<b>EOY6: Explains and discusses understanding of what they have read, drawing inferences and justifying these with evidence.</b>	EOY6: Freely comments on texts and shows a deep understanding of inferences, even those that are less explicit. Spontaneously finds good evidence in the text to justify responses.
Predicts what might happen from details stated and implied. Justifies predictions with specific textual references.	EOY6: When prompted, can state what might happen next and can justify responses with evidence from the text.	<b>EOY6: Predicts what might happen from details stated and implied.</b> Justifies predictions with specific textual references.	EOY6: Confidently and spontaneously predicts what is likely to happen from details stated and implied, using excellent examples from the text.
Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	EOY6: With guidance, summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	<b>EOY6: Summarises main ideas, identifying key details and using quotations for illustration.</b>	EOY6: Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt textual reference or quotation to support argument).
Identifies how language, structure and presentation contribute to meaning.	With prompting, can find examples in a book they are reading of how language,	Identifies how language, structure and presentation contribute to meaning.	Identifies how language, structure and presentation contribute to meaning. Shows good awareness of writer's craft



Shows general awareness of writer's craft.	structure and presentation contributes to meaning.	Shows general awareness of writer's craft.	and can find examples for a range of literacy techniques.
Distinguish between statements of fact and opinion.	EOY6: From a list of statements, can correctly identify which are fact and which are opinion.	EOY6: Readily distinguishes between statements of fact and opinion, giving examples of each and explaining how they know they are correct.	EOY6: Uses knowledge of statements of facts and opinions to critically evaluate texts in terms of how reliable the information presented is.
Retrieve, record and present information from non-fiction. Relevant points clearly identified from all areas of the text.	When given appropriate resources e.g. table, writing frame, can retrieve and record information from non-fiction.	EOY6: Retrieves, records and presents information from non-fiction texts. Relevant points clearly identified from all areas of the text.	Quickly retrieves, accurately records and clearly presents information from non-fiction. Relevant points clearly identified from all areas of the text and elaborated on where possible.
<b>Year 5: Discuss, explain and evaluate</b>			
Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed (e.g. simile, metaphor).	When questioned by an adult can answer questions about the use of the author's language, including figurative language. Is familiar with the terms simile and metaphor and some attempts to identify these are successful.	EOY6: Confidently discusses and evaluates how authors use language, including figurative language, considering the impact on the reader. Begins to use some technical terminology to describe language where needed.	Joins in with discussions evaluating how authors use language, including figurative language, considering the impact on the reader. Confidently uses technical terminology to describe language where needed.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	EOY6: With prompting, participates in discussions about books that are read to them and those they can read for themselves.	EOY6: Readily participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	EOY6: Engages actively in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously and effectively to help persuade others to come around to their way of thinking.
Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	EOY6: Explains their understanding of what they have read and demonstrates understanding through small group presentations and discussions (may need prompting to maintain a focus on the topic).	EOY6: Explains and discusses their understanding of what they have read and demonstrates understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	EOY6: Confidently explains and discusses their understanding of what they have a confidently demonstrates good understanding through formal presentations and debates, maintaining a focus on the topic and using notes where



			Necessary to persuade others to see their way of thinking.
Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.	When questioned by an adult, gives a reason for their view. When prompted can find evidence from the text to support their view.	Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.	Draws on experience from reading a wide range of texts to provide reasoned justifications for their views. Supports views with well-chosen and relevant textual references or quotation.
<b>Year 4: Word Reading</b>			
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Uses knowledge of many root words, prefixes and suffixes to decode unfamiliar words e.g. the il, im and ir variations of in in illegal, impossible or irregular. Uses knowledge of many root words, prefixes and suffixes to deduce word meaning e.g. 'not legal', 'not possible', 'not regular'.	Uses knowledge of most root words, prefixes and suffixes to decode unfamiliar words e.g. the ssion, sion and cian variations of tion in permission, decision, magician. Uses knowledge of most root words, prefixes and suffixes to deduce word meaning e.g. 'magician is the person who does magic'.	Consistently uses the full range of root words, prefixes and suffixes from Appendix 1 to decode unfamiliar words, normally sustaining fluency. Confidently uses knowledge of a range of root words, prefixes and suffixes to deduce words meaning.
Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Can read many exception words, on many occasions accurately adapts pronunciation to read a known word. Tries out unusual letter-sound correspondences to decode some unfamiliar words e.g. uses knowledge of weight and eight to read weigh.	Can read most exception words, on most occasions accurately adapting pronunciation to read a known word. Tires out unusual letter-sound correspondences to decode many unfamiliar words e.g. use knowledge of laughter and naughty to decode slaughter.	Can read the full range of exception words, accurately adapting pronunciation to read a known word. Tires out unusual letter-sound correspondences to decode unfamiliar words.
<b>Year 4: Attitudes to Reading</b>			
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Listens to a wide range of poems, plays and non-fiction. Is starting to express substantiated opinions e.g. 'The poem makes the sea sound beautiful.'	Listens to a wide range of poems, plays and non-fiction. Expresses opinions substantiated by reference to the text e.g. 'Using words like glistening and gleaming makes the sea sound beautiful.'	Listens to a wide range of poems, plays and non-fiction. Confidently expresses opinions consistently substantiated by reference to the text.
Reads books that are structured in different ways and reads for a range of purposes	Selects books structured in different ways that are suited to their needs e.g. research. Can suggest a reason why a book would be useful for them to read.	Selects books structured in different ways that are suited to their needs e.g. research. Can suggest different reasons	Consistently selects books structured in different ways that are suited to their needs. Can confidently suggest reasons



		why a book would be useful for them to read.	why a book would be useful for them to read.
Uses dictionaries to check the meaning of words that they have read.	Knows how to use a dictionary to find word. Uses dictionaries independently on some occasions to check the meaning of words.	Knows how to use a dictionary to find words quickly and efficiently. Uses dictionaries independently on many occasions to check the meaning of words.	Knows how to use a dictionary to find words effortlessly. Uses dictionaries independently on most occasions to check the meaning of words.
Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally.	Is familiar with many fairy stories, myths and legends taught. For identified narratives, can recall characters, setting and plot, using some detail to engage the reader.	Is familiar with most of the fairy stories, myths and legends taught. For identified narratives, can recall characters, setting and plot, using detail and some intonation to engage the listener.	Is familiar with the full range of fairy stories, myths and legends taught. For identified narratives, can recall characters, setting and plot, using sustained detail and intonation to engage the listener.
Independently identifies themes and conventions in a wide range of books.	Can identify and comment on some themes and conventions in more than one text e.g. 'Three is an important number in all these Fairytales. There are three Little Pigs, the genie grants three wishes and the Billy Goats are given three chances to guess the riddle.'	Can identify a range of themes and conventions in a wide range of books.	Consistently identifies a range of themes and conventions over a wide range of books, including books in different genres.
Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action.	Prepares a poem or play to read aloud. Their control of intonation, volume and action demonstrates some understanding of the piece.	Prepares a poem or play to read aloud, demonstrating understanding through their control of intonation, volume and action.	Prepares a poem or play to read aloud, demonstrating a sophisticated level of understanding such as implied meanings, through their control of intonation, volume and action.
Identifies and discusses words and phrases that capture the readers interest and imagination.	Routinely identifies interesting words and phrases that capture the reader's imagination. E.g. Can you find all the words and phrases that suggest that the hero isn't scared?	Regularly identifies interesting words and phrases that captures the reader's imagination and discusses the effect they may have.	Identifies many words and phrases that capture the interest and imagination of their reader, including some figurative phrases. Is able to explain the effect these have on the reader.
Independently recognises some different forms of poetry (e.g. free verse, narrative poetry).	Can name two or more forms of poetry from examples.	Can name a range of poetic forms from examples, using features to explain their reasons why.	Can confidentially name a wide range of poetic forms from examples, consistently using different features to explain their reasons why.



**Year 4: Understanding Reading**

<p>Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Routinely checks that a text makes sense and they read, often self-correcting without loss of fluency. Can explain the meaning of many words from context, including some words with multiple meanings e.g. fixture as in a match fixture, fixtures and fittings.</p>	<p>Checks that a text makes sense as they read, self-correcting without loss of fluency. Can explain the meaning of most words from context, including words with multiple meanings.</p>	<p>Consistently checks that text makes sense and self-corrects without loss of fluency. Is able to infer meaning from context, including words with multiple and figurative meanings.</p>
<p>Asks relevant questions to improve and develop their understanding of a text.</p>	<p>Asks questions to improve their understanding of the text, many of which are relevant.</p>	<p>Ask questions to improve their understanding of the text, most of which are relevant.</p>	<p>Asks a range of consistently relevant questions to improve their understanding of the text. The questions demonstrate the learner is wrestling with deeper, more complex meanings conveyed in the text.</p>
<p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence.</p>	<p>Infers characters' feelings, thoughts and motives, justifying some of their deductions with reference to the text.</p>	<p>Infers characters' feelings, thoughts and motives, justifying many of their deductions with reference to the text.</p>	<p>Infers characters' feelings, thoughts and motives, justifying most of their deductions with reference to the text.</p>
<p>Makes reasoned predictions of what might happen clearly derived from details both stated and implied.</p>	<p>Draws upon stated and some implied information within the text, to predict what might happen next e.g. 'I think Ted will capsize because he said he wasn't a very experienced sailor and I think the wind is blowing now because it's says that it's 'picking up'.'</p>	<p>Draws upon statement and implied details within the text to predict what might happen next. The learner might also draw on their knowledge of other texts in the genre.</p>	<p>Draws confidently and consistently upon a range of information, both stated and implied, and on their knowledge of the broader genre, to predict what might happen next.</p>
<p>Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.</p>	<p>Independently identifies many of the main ideas contained within the previous couple of paragraphs. Can summarise these accurately, with only some unnecessary information.</p>	<p>Independently identifies most of the main ideas contained within the previous couple of paragraphs. Can summarise these accurately in two or three sentences, using only the essential information.</p>	<p>Consistently identifies the main ideas contained within the previous couple of paragraphs, if not more. When summarising, articulates the key points accurately and concisely on almost all occasions.</p>
<p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Independently identifies some linguistic, structural and presentational devices that contribute to the meaning of texts e.g.</p>	<p>Independently identifies several linguistic, structural and presentational devices that contribute to the meaning of</p>	<p>Consistently identifies a range of linguistic, structural and presentational devices that contribute to the meaning of</p>



	picture of product in positive context adds to the persuasive intention of the text.	texts e.g. alliteration in title to making the heading 'catchy', positive pictures and use of causal conjunctions when giving reasons all add to the persuasive intention of the text.	the text. Can confidently explain the contribute they make.
Independently retrieves and confidently records information from non-fiction.	Independently retrieves and records many examples of relevant information from non-fiction texts.	Independently retrieves and records most examples of relevant information from non-fiction texts.	Confidently retrieves relevant information from non-fiction texts. Consistently recording only information that is pertinent to their research aim, sifting out unnecessary information.
<b>Year 4: Discuss, explain and evaluate</b>			
Participates 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.	Participates in discussion following a familiar format e.g. passing round a talking stone, using sentence stems. Discussion follows a simple line of enquiry and some attempts are made to build on others' comments.	Takes turns to participate in discussions with less structure required from the teacher. They can stick to a simple line of enquiry for a time, elaborating on others' comments or disagreeing with them.	Takes turns to participate in discussions without teacher input. A single line of enquiry may be explored at some length because they are able to elaborate or disagree with others' comments whilst keeping the original purpose of the discussion in mind.
<b>Year 3: Word Reading</b>			
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Uses knowledge of some root words, prefixes and suffixes to decode unfamiliar words e.g. inactive, misunderstood, disapprove. Uses knowledge of some root words, prefixes and suffixes to deduce word meaning e.g. 'in means not so inactive means not active.'	Uses knowledge of a range of root words, prefixes and suffixes to decode unfamiliar words e.g. super, anti, auto, tion and ly. Uses knowledge of a range of root words, prefixes and suffixes to deduce word meaning e.g. 'anti means 'the opposite' so anticlockwise is the opposite direction to clockwise'.	Consistently uses a range of root words, prefixes and suffixes to decode unfamiliar words, normally sustaining fluency. Confidently uses knowledge of a range of root words, prefixes and suffixes to deduce word meaning.
Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Can read some exception words, adapting pronunciation to a familiar word, sometimes accurately. Comments on some unusual letter-sound correspondences.	Can read a growing range of exception words, adapting pronunciation to a familiar word, ever more accurately. Comments on a growing range of unusual letter-sound correspondences.	Consistently reads a range of exception words, adapting pronunciation to a familiar word, ever more accurately. Comments on a growing range of unusual letter-sound correspondences, starting to apply this knowledge to read unfamiliar words.



Year 3: Attitudes to Reading			
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Listens to familiar poems, plays and non-fiction, making some general comments. e.g. preferences.	Listens to some poems, plays and non-fiction, making some comparative comments e.g. 'The poems are about the sea, but the first one rhymes and the second one doesn't'.	Listens to a growing range of poems, plays and non-fiction, discussing them with confidence. This may involve discussion of preferences and of similarities and differences.
Reads books that are structured in different ways and reads for a range of purposes	Reads books structured in different ways and notices differences between them.	Reads books structured in different ways and begins to suggest reasons for these differences e.g. 'Subheadings in non-fiction books help you find the information you are looking for.'	Reads books structured in different ways and suggests reasons for these differences.
With support uses dictionaries to check the meaning of words that they have read.	Knows that dictionaries explain what words mean and are ordered alphabetically. With support can use initial letters to find the approximate location of a target word.	With support, can use the first 2 or 3 letters to find a word in the dictionary.	Can independently find a word in a dictionary, using the first 2 or 3 letters.
Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Is familiar with some fairy stories, myths and legends. For an identified narrative, can recall the characters and retell the basic plot, with some support.	Is familiar with a growing range of fairy stories, myths and legends. For some identified narratives, can recall the characters and retell the basic plot, adding occasional details.	Is familiar with a growing range of fairy stories, myths and legends. For some identified narratives, can confidently recall characters and retell the plot, adding detail and intonation to engage the listener.
(With support) identifies themes and conventions in a wide range of books.	Can recall a common theme or convention in a text e.g. the number three is important in Fairytales.	Can identify two or more common themes or conventions in a book.	Can identify different themes and conventions in a book and possibly over a series of books e.g. 'The hero usually gets help in their quest like when Ariadne helps Theseus out of the labyrinth and when Athene helps Odysseus back to Ithaca.'
Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action.	With support and modeling, prepares a short poem or play to read aloud.	Prepares a short poem or play to be read aloud, using some intonation, volume control or action to convey meaning following teacher modeling, not necessarily sustained.	Prepares poems and plays to read aloud, using intonation, volume control and action.



(Beginning to) discuss words and phrases that capture the readers interest and imagination.	Occasionally notes interesting words and phrases that capture their interest and imagination.	Sometimes identifies words and phrases that capture their interest and comments on their use e.g. 'gigantic is a good way of describing the Minotaur because it makes it sound like he's a giant'.	Identifies words and phrases that capture their interest and imagination, explaining why.
(With support) recognises some different forms of poetry (e.g. free verse, narrative poetry).	Can name a form of familiar poetry from an example.	Can name a form of familiar poetry when given an example, suggesting a reason why.	Can name several forms of poetry, recalling relevant features.
<b>Year 3: Understanding Reading</b>			
Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Can check that a text makes sense as they read on some occasions. Can explain the meaning of some words from context e.g. I think fodder means food.	Can check that a text makes sense as they read with some regularity (50% of errors corrected). Can explain the meaning of a growing number of words from context.	Frequently checks that text makes sense and can often self-correct without losing fluency. Is able to infer word meaning from context including for words with multiple meanings.
Asking questions to improve their understanding of a text.	With support, asks questions to improve their understanding of the text.	Asks questions to improve their understanding of the text, some of which are relevant.	Asks a range of questions to improve their understanding of the text, including questions that show they are wrestling with deeper, more complex meanings conveyed in the text.
Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence.	Can identify how a character feelings, what they thought or their motives.	Can identify how a character felt, what they thought or why they behaved in a certain way and, with support, can justify with comments based on the text e.g. I think he's angry because I would be angry in that situation.	Identifies how a character feelings, what they think or why they behaved the way they did, making explicit reference to the text e.g. They are angry because it says his blood was boiling.
Makes basic predictions about what might happen based on details stated and implied.	Draws upon their own experiences and stated intentions within the text, to predict what might happen next e.g. 'I think all the ice-cream will melt because that's what happens in hot weather.'	Draws on information stated within the text to predict what might happen next e.g. 'He went to kill the Minotaur so I think he'll go to the labyrinth when he gets to Crete.'	Draws on information stated and implied within a text to predict what might happen next.
(With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary.	Identifies the gist of the previous couple of paragraphs. Attempts to summarise may be overly brief or detailed.	With support, identifies some of the mains ideas contained within the previous couples of paragraphs. Begins to summarise these though may not always	Independently identifies the main ideas contained within previous paragraphs. Summaries these accurately using only the essential information.



		discriminate the key from additional information.	
(With support) identifies how language, structure, and presentation contribute to meaning.	With support, identifies some simple and familiar linguistic, structural or presentational devices that contribute to meaning e.g. use of imperatives makes the sentence sound like a command.	With support, identifies a range of simple linguistic, structural and presentational devices that contribute to meaning.	Independently identifies a range of linguistic, structural and presentational devices that contribute to meaning.
Retrieves and records information from non-fiction (supported where necessary).	With support, can retrieve and record information from non-fiction texts. Record may be overly brief or detailed.	With support, can retrieve and record some relevant information from non-fiction texts. May not record the most or only the relevant information.	Independently retrieves and records relevant information from non-fiction texts.
<b>Year 3: Discuss, explain and evaluate</b>			
Participates 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.	Participates in discussion following a familiar format e.g. passing round a talking stone, using sentence stems. Discussion follows a simple line of enquiry and some attempts are made to build on others' comments.	Takes turns to participate in discussions with less structure required from the teacher. They can stick to a simple line of enquiry for a time, elaborating on others' comments or disagreeing with them.	Takes turns to participate in discussions without teacher input. A single line of enquiry may be explored at some length as they are able to elaborate or disagree with others' comments whilst keeping the original purpose of the discussion in mind.
<b>Year 2: Word Reading</b>			
Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<b>Sound out many unfamiliar words accurately.</b> Fluency is likely to be limited by the need to decode unfamiliar words.	<b>Sounds out most unfamiliar words accurately, without undue hesitation.</b> Pupil is able to switch between alternative phonemes for a given grapheme when decoding unfamiliar words.	Sounds out unfamiliar words quickly and accurately. Unfamiliar words are typically words that are rarely seen in age-appropriate books or which are ambitious in nature.
Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	<b>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</b> Pupil may struggle to blend graphemes which represent alternative phonemes e.g. great / bread / tweed.	Pupil shows automaticity when reading age-appropriate books, including books that contain graphemes with alternative phonemes.	Pupil shows automaticity when reading age-appropriate books, only decoding words that are rarely seen in age-appropriate books or which are ambitious in nature.



Reads accurately words of two or more syllables that contain the same graphemes as above.	<b>Read accurately some words of two or more syllables that contain the common graphemes for all 40+ phonemes.</b>	<b>Read accurately most words of two or more syllables.</b>	Reads accurately most words of two or more syllables without losing the flow of reading.
Reads words containing common suffixes.	Read some words containing common suffixes including -s, -es, -ed, -ing.	<b>Read most words containing common suffixes</b> including -ment, -ly, ful, -less, -ness.	Reads most words containing common suffixes quickly and effortlessly.
Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<b>Read many common exception words.</b>	<b>Read most common exception words.</b>	Read most common exception words quickly and effortlessly.
Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<b>In a book closely matched to the common graphemes for all 40+ phonemes, the pupil can read aloud many words quickly and accurately without overt sounding and blending.</b>	<b>In age-appropriate books, the pupil can read words accurately without overt sounding and blending e.g. at over 90 words per minute.</b>	In a book they are reading independently, the pupil can read words accurately without overt sounding and blending.
Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	In a book closely matched to the common graphemes for all 40+ phonemes, the pupil can read aloud many words quickly and accurately without overt sounding and blending.	In age-appropriate books, the pupil can read words accurately without overt sounding and blending e.g. at over 90 words per minute.	In a book they are reading independently, the pupil can read words accurately without overt sounding and blending.
Re-reads these books to build up their fluency and confidence in word reading.			
<b>Year 2: Attitudes to Reading</b>			
Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.	With support, listens to, discusses and expresses views about a wide range of literature read to them.	Listens to, discusses and expresses views about a wide range of literature read to them.	listens to, discusses and expresses views about a wide range of literature read to them, justifying their points of view with reference to the text.
Discusses the sequence of events in books and how items of information are related.	This skill is demonstrated in discussion with the teacher.	This skill is demonstrated in a familiar book that they can already read accurately and fluently.	This skill is demonstrated in a book they are reading independently.



Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales.	This skill is demonstrated in discussion with the teacher.	This skill is demonstrated in a familiar book that they can already read accurately and fluently.	This skill is demonstrated in a book they are reading independently.
Is beginning to identify differences in the structure of the non-fiction books that they are introduced to.	Can say whether a book is fiction or non-fiction.	Can justify why they think a book is fiction or non-fiction, pointing out features including photos, contents and index pages, headings, captions and diagrams.	Compares and contrasts non-fiction texts, suggesting reasons for differences e.g. this book is in alphabetical order to make it easier to find what you are looking for but in the other you have to use the contents page.
Recognises simple recurring literary language in stories and poetry.	Recognises some simple recurring language, especially in discussion with the teacher. e.g. Once upon a time, They all lived happily ever after.	Recognises many examples of simple recurring language.	Recognises most examples of simple recurring language, including in books they read independently.
Discusses their favourite words and phrases.	Can identify their favourite words in discussion with the teacher. Pupil may struggle to justify their choice.	Can identify their favourite words and phrases and can say why they like them e.g. I like saying 'Ho' like Father Christmas.	Can identify their favourite words and phrases and justify their choices with reference to the text e.g. slipping and sliding is a good way to describe the children skating on the ice because they're not very good at it yet.
Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Can recite a limited number of very well-known poems. Sometimes uses intonation to clarify meaning.	Can recite some well-known poems. Uses intonation to make meaning clear.	Can recite a range of poems. Uses intonation to enhance the meaning of a poem.
<b>Year 2: Understanding Reading</b>			
Draws on what they already know or on background information and vocabulary provided by the teacher.	This skill is demonstrated in discussion with the teacher.	This skill is demonstrated in a familiar book that they can already read accurately and fluently.	This skill is demonstrated in a book they are reading independently.
Checks that the text makes sense to them as they read and corrects inaccurate reading.	This skill is demonstrated in discussion with the teacher i.e. after prompting e.g. Did that sentence make sense?	In a familiar book that they can already read accurately and fluently, the pupil can check their reading makes sense. i.e. the pupil monitors their reading and recognises when they 'read' something	This skill is demonstrated in a book they are reading independently i.e. pupil monitors their reading and self-corrects where necessary.



		unfamiliar. The pupil self-corrects where necessary.	
Makes inferences on the basis of what is being said and done.	In discussion with the teacher the pupil can make inferences on the basis of what is being said and done in a familiar book that is read to them. e.g. Why were the robbers scared of Officer Pugh? Because he fights like a bear.	<b>In a familiar book that they can already read accurately and fluently, the pupil can make some inferences on the basis of what is being said and done.</b> e.g. Officer Pugh is really strong and I know he's really fast because he won the race. The robbers might think they're going to be arrested.	<b>In a book they are reading independently, a pupil can make inferences on the basis of what is said and done.</b>
Answers and asks questions.	<b>In discussion with the teacher the pupil can answer questions on the basis of what is being said and done in a familiar book that is read to them.</b> e.g. Why does Cinderella have to leave the ball at midnight?	In a familiar book that they can already read accurately and fluently, the pupil can answer questions on the basis of what is being said and done.	<b>A pupil can make links between the book they are reading independently and other books they have read,</b> demonstrating this through the questions they ask and the answers they give. e.g. Are step-mothers always wicked in fairy tales? e.g. Who doesn't live happily ever after in this story?
Predicts what might happen on the basis of what has been read so far.	In discussion with the teacher the pupil can make some predictions on the basis of what has been read so far. Predictions will generally be plausible but may not be justified.	The pupil can predict what might happen on the basis of what has been read so far. Predictions will make reference to events in the text or to personal experiences e.g. I think the seagulls will eat the lighthouse keeper's lunch because when I went on holiday a seagull ate my ice cream.	<b>In a book they are reading independently, a pupil can predict what might happen on the basis of what has been read so far.</b> Predictions make reference to personal experience and to the text, including to meanings that are implied e.g. I think the tree will be blown down because the park keeper said it was ancient. The wind is also really strong because it says the trees were howling and swaying.
<b>Year 2: Discuss, explain and evaluate</b>			
Participates in discussion about books, poems and other works that are read to	With prompting, participates in discussion. Discussion may follow a set format e.g. taking turns to answer a	Participates in discussion following a familiar format e.g. passing round a talking stone, using sentence stems.	Participates in discussion by listening to others and not talking over other participants. Discussion follows a simple



them and those that they can read for themselves.	question and comments are likely to stand-alone rather than build on one another.	Discussion follows of simple line of enquiry and some attempts are made to build on others' comments.	line of enquiry where participants recognise whether they agree or disagree with one another.
Take turns and listens to what others say.	With prompting, participates in discussion. Discussion may follow a set format e.g. taking turns to answer a question and comments are likely to stand-alone rather than build on one another.	Participates in discussion following a familiar format e.g. passing round a talking stone, using sentence stems. Discussion follows of simple line of enquiry and some attempts are made to build on others' comments.	Participates in discussion by listening to others and not talking over other participants. Discussion follows a simple line of enquiry where participants recognise whether they agree or disagree with one another.
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	With prompting, participates in discussion. Discussion may follow a set format e.g. taking turns to answer a question and comments are likely to stand-alone rather than build on one another.	Participates in discussion following a familiar format e.g. passing round a talking stone, using sentence stems. Discussion follows of simple line of enquiry and some attempts are made to build on others' comments.	Participates in discussion by listening to others and not talking over other participants. Discussion follows a simple line of enquiry where participants recognise whether they agree or disagree with one another.
<b>Year 1: Word Reading</b>			
Applies phonic knowledge and skills as the route to decode words.	When prompted, knows that words should be sounded out and attempts to apply these skills when reading.	Knows that words should be 'sounded out' and applies phonic knowledge when reading.	Confidently applies phonic knowledge and skills for decoding words.
Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Responds with the correct sound to graphemes for all 40+ phonemes.	Responds speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Responds speedily, accurately and consistently with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	When prompted, knows that words should be sounded out and attempts to apply these skills when reading.	Knows that words should be 'sounded out' and applies phonic knowledge when reading.	Confidently applies phonic knowledge and skills for decoding words.
Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Reads a few common exception words	Reads several common exception words.	Reads many common exception words
Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Reads a few words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Reads several words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Reads many words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.



Reads other words of more than one syllable that contain taught GPCs.	Reads a few other words of more than one syllable that contain taught GPCs.	Reads several other words of more than one syllable that contain taught GPCs.	Reads many other words of more than one syllable that contain taught GPCs.
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Read a few words with contractions.	Reads several words with contractions.	Reads many words with contractions.
Reads 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.	In an age appropriate text, begins to read aloud accurately books that are consistent with their developing phonic knowledge.	In an age appropriate text, 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.	In an age appropriate text, reads aloud fluently and accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
Re-reads these books to build up their fluency and confidence in word reading.	In an age appropriate text, begins to read aloud accurately books that are consistent with their developing phonic knowledge.	In an age appropriate text, 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.	In an age appropriate text, reads aloud fluently and accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
<b>Year 1: Attitudes to Reading</b>			
Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listens to and answers questions about favourite books, saying what they like about them.	Listens to and discusses a wide range of poems, stories and non-fiction texts that have been read to them.	Listens carefully to and confidently discusses a wide range of poems, stories and non-fiction texts that have been read to them.
Begins to link what they read or hear read to their own experiences.	When questioned is able to consider how what they hear read links to their own experiences.	Begins to link what they read or hear read to their own experiences.	Begins to link what they read to their own experiences and can contribute examples
Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Shows some familiarity with famous stories e.g. through role play, drawings or identification of key characters (goodies/baddies).	Shows familiarity with key stories, fairy stories and traditional tales retelling them and answering simple questions about particular characteristics e.g. what usually happens to goodies/baddies.	Is familiar with an increasing range of key stories, retelling them and discussing recurring features in more depth with an adult.
Recognises and joins in with predictable phrases.	Recognises and joins in with some predictable phrases (may need prompting or visual supports).	Recognises and joins in with predictable phrases.	Confidently, consistently and accurately joins in with predictable phrases.



Is learning to appreciate rhymes and poems, and to recite some by heart .	Is beginning to appreciate rhymes and poems, and is able to recite at least one popular poem by heart.	Is learning to appreciate rhymes and poems, and is able to recite some popular poems by heart.	Appreciates rhymes and poems, and confidently recites some by heart.
<b>Year 1: Understanding Reading</b>			
Draws on what they already know or on background information and vocabulary provided by the teacher.	When reading, can recognise key words that have been provided by the teacher (e.g. key words from front of book).	During discussion and questioning from an adult, draws on what they already know or on background information and vocabulary provided by the teacher	When reading with an adult, spontaneously comments on events showing some previous knowledge.
Checks that the text makes sense to them as they read and corrects inaccurate reading.	When prompted, will happily re-read a sentence to ensure it is read accurately (is unlikely to have recognised it did not make sense without prompting).	Sometimes spontaneously re-reads sentences if they notice that they do not make sense.	Identifies if a sentence does not make sense spontaneously and self-corrects.
Discusses the significance of the title and events.	When directly questioned, can point to the title and discuss what might happen in the text based on the title.	During discussion and questioning from an adult, can discuss the significance of the title and key events.	When reading with an adult, spontaneously comments on the title and key events.
Makes inferences on the basis of what is being said and done.	When directly questioned by an adult, can make very simple inferences on the basis on what is happening in the illustrations.	During discussion and questioning from an adult makes inferences on the basis of what is being said and done.	When reading with an adult, spontaneously comments on events and makes simple inferences.
Predicts what might happen on the basis of what has been read so far.	When prompted, can predict what might happen at the end of a story based on what has been read so far.	During reading and when questioned, makes predictions about what might happen next in a story (at any given point) based on what has been read so far.	Spontaneously makes predictions about what might happen next in a story based on what has been read so far.
<b>Year 1: Discuss, explain and evaluate</b>			
Participates in discussion about what is read to them.	With prompting, participates in discussion about what is read to them.	Participates in discussion about what is read to them.	Actively and confidently participates in discussion about what is read to them.
Understands the need to take turns.	With prompting, can wait patiently for their turn.	During a circle time, for example, can wait patiently for their turn to speak.	Understands the need to take turns and can lead a turn taking game, for example.
Listens to what others say.	With prompting, can listen to what others say.	During a circle time, for example, can show active listening e.g. good sitting, eye contact.	During a circle time, for example, can listen attentively to what others say.



Explains clearly their understanding of what is read to them.

With prompting, can explain what they understand about a simple text that has been read to them.

Explains clearly their understanding of what is read to them.

Explains clearly and concisely what they understand from what has been read to them.