Reading Progression Map

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Phonics and Decoding	• Enjoys rhyming and rhythmic activities. Shows an awareness of rhyme and alliteration. Recognises rhythm in spoken words. Continues a rhyming string. Hears and says the initial sound in words. • Segments the sounds in simple words and blends them together, knowing which letter represents some of them. • Links sounds to letters, naming and sounding letters of the alphabet. • Uses phonic knowledge to decode regular words and read them aloud accurately.	• Applies phonic knowledge and skills as the route to decode words. • Blends sounds in unfamiliar words using the GPCs that they have been taught. • Responds speedily, giving the correct sound the graphemes for all of the 40+ phonemes. • Reads words containing taught GPCs. • Reads words containing –s, -es, -ing, -ed and –est endings. • Reads words with contractions, e.g I'm, I'll and we'll.	• Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Accurately reads most words of two or more syllables. • Reads most words containing common suffixes.	• Uses phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Applies growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Applies growing knowledge of root words and suffixes / word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian to begin to read aloud.	• Reads most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • Applies knowledge of root words, prefixes and suffixes / word endings to read aloud fluently.	• Reads most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Applies growing knowledge of root words, prefixes and suffixes, word endings, including –sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly to read aloud fluently.	• Reads fluently with full knowledge of all Y5 / Y6 exception words, root words, prefixes, suffixes, word endings, and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Curriculum Words (incl. core & exception words)	Reads some common irregular words (tricky words).	• Reads Year 1 curriculum words, including common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	• Reads most Year 1 and Year 2 curriculum words, including common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	• Begins to read Year 3 / Year 4 curriculum words.	• Reads all Year 3 / Year 4 curriculum words, including exception words, discussing the unusual correspondences between spelling and where these occur in the word.	• Reads most Year 5 / Year 6 curriculum words, including exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	• Reads all Year 5 / Year 6 curriculum words, including exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Reading Behaviours and Fluency	• Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks and handles books independently (holds books the correct way up and turns pages). • Ascribes meanings to marks that they see in different places. • Begins to break the flow of speech into words. • Begins to read words and simple sentences. • Reads and understands simple sentences.	• Accurately reads texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • Re-reads texts to build up fluency and confidence in word reading. • Re-reads to self-correct if meaning is lost. • Asks questions to clarify. • Connects what they read or hear to their own experiences. • Knows the voice telling the story is called the narrator.	• Reads aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without hesitation. • Re-reads these books to build up fluency and confidence in word reading. • Reads words accurately and fluently without overt sounding out and blending, e.g. at over 60 words per minute in age appropriate texts. • Self corrects spontaneously and at the point of error. • Sustains silent reading most of the time. • Sustains interest in longer narratives (e.g. a short chapter book). • Recognises the difference between description in fiction and non-fiction.	*At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.* • Asks increasingly informed questions to improve understanding of a text, e.g. 'I wonder if this is like…because…' • Comments on use of language using terminology including alliteration, rhythm, simile. • Uses dictionaries independently to check meaning of new vocabulary.	• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. • Listens to the opinions of others and adjusts own thinking / understanding where appropriate. • Expresses personal preferences regarding the work of significant authors. • Explains similarities and differences with own experiences.	• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. • Refines questions to deepen understanding of a text, e/g can generate a further question based on an initial question that takes the group's thinking further. • Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect. • Justifies personal response to particular texts and characters with evidence.	• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. • Generates open questions to explore a range of possibilities and justifies responses in relation to the text. • Expresses and justifies personal preferences regarding significant authors / poets.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Understanding and Correcting Inaccuracies	• Knows that print carries meaning, and, in English, is read from left to right and top to bottom. • Understands humour, e.g. nonsense rhymes, and jokes.	• Checks that a text makes sense to them as they read. • Begin to self - correct.	• Shows understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read. • Corrects inaccurate reading.	All of the opposite skills continue to be applied to texts that are more complex.			

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Comparing, Contrasting and Commenting	• Listens to stories with increasing attention and recall. • Anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structure.	• Listens to and discusses a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • Links what they have read or have read to them to their own experiences.	• Participates in discussion about books, poems and other words that are read to them (at a level beyond at which they can read independently) and those they can read for themselves, explaining	• Recognises, listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Uses appropriate terminology when discussing texts (plot, character, and setting).	• Discusses and compares texts from a wide variety of genres and writers. • Reads for a range of purposes. • Identifies themes and conventions in a wide range of books. • Refers to authorial style, overall themes (e.g. triumph of good over	• Reads a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	• Reads for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. • Recognises more complex themes in what they read (such as loss or heroism).

	YR	Y1	Y2	Y3	Y4	Y5	Y6
	• Describes main story settings, events and principal characters. • Enjoys an increasing range of books. • Follows a story without pictures or props. • Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Demonstrates an understanding when talking with others about what they have read.	• Re-tells familiar stories in increasing detail. • Joins in with discussions about a text, taking turns and listening to what others say. • Discusses the significance	their understanding and expressing their views. • Becomes increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • Discuss the sequence of events in books and how items of information are related. • Recognises simple recurring literary language in stories and poetry. • Asks and answers questions about a text. • Makes links between the text they are reading and other texts they have read (in texts that they can read independently).	• Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension	evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • Identifies how language, structure and presentation contribute to meaning. • Identifies main ideas drawn from more than one paragraph and summarise these. • Comments on differences between what characters say and what they do	• Participates in discussions about books that are read to them and those they can read for themselves, building on own and other's ideas and challenging views. • Identifies main ideas drawn from more than one paragraph and summarises these. • Recommends texts based on personal choice. • Identifies balanced or biased viewpoints and discusses texts, which explore more than one perspective on an issue.	• 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. • Listens to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. • Draws out key information and to summarise the main ideas in a text. • Distinguishes between statements of fact and opinion, providing reasoned justifications for their views. • Explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I did not like this character at the beginning because …. but now I understand why …..'

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Poetry and Performance	• Listens to and joins in with stories and poems, one to one and in small groups. • Joins in with repeated refrains in rhymes and stories. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Develops preference for forms of expression. • Plays cooperatively as part of a group to develop and act out a narrative. • Expresses themselves effectively, showing awareness of listeners' needs.	• Recites simple poems by heart.	• Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	• Prepares and performs poems and play scripts that show some awareness of the audience when reading aloud. • Begins to use appropriate intonation and volume when reading aloud.	• Recognises and discusses some different forms of poetry (e.g. free verse or narrative poetry). • Prepares and performs poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of audience when read aloud.	• Continually shows an awareness of audience when reading aloud, using intonation, tone, volume and action.	• Considers different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • Discusses how characters change and develop through texts by drawing inferences based on indirect clues.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Non-Fiction	• Knows that information can be relayed in the form of print. • Knows that information can be retrieved from books and computers.	• Recognises non-fiction texts and begin to give reasons why.	• Recognises that non-fiction books are often structured in different ways.	• Retrieves and records information from non-fiction texts.	• Uses all of the organisational devices available within a non-fiction text to retrieve record and discuss information. • Uses dictionaries to check the meaning of words that they have read.	• Uses knowledge of texts and organisational devices to retrieve record and discuss information from fiction and non-fiction texts.	• Retrieves records and presents information from non-fiction texts. • Uses non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary		• Identifies simple recurring literary language. • Identifies the meaning of vocabulary in context. • Explains understanding of texts that are pitched beyond the level they can read independently.	• Discusses effective language choices, e.g. 'slimy' is a good word there because… • Identifies that adverbs help to tell us how the character is feeling.	• Identifies new vocabulary and sentence structure and discusses to develop understanding. • Identifies and understands meanings of a wide range of conjunctions used to link events together. • Identifies a range of standard words / phrases used at various stages of a narrative, e.g. introduction, build up etc.	• Notes examples of descriptive language and explains the mood or atmosphere they create. • Notices key words and phrases used to convey passing of time to introduced paragraphs or chapters. • Identifies how specific words and phrases link sections, paragraphs and chapters. • Identifies how authors use precise vocabulary to meet the intended purpose / effect, e.g. the slipped into the room unnoticed.	• Uses a range of strategies to identify the meaning of new vocabulary. • Identifies examples of effective description that evoke time or place commenting both on word and sentence choice. • Notes words and phrases in pre twentieth century writing which have changed their meaning over time.	• Analyses and explains the impact of, authors' techniques and use of language, e.g. expressive or figurative language, range of sentence structure, repetition etc. • Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs, e.g. where the author has avoided over-use of obvious adverbials / conjunctions such as 'on the other hand'.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Retrieving		• With support, justifies their views about texts they have had read to them, e.g. uses the word 'because'. • Recognises the patterns in texts, e.g. Repeated phrases and refrains. • Discusses the significance of the title. • Observes the punctuation and uses this to aid understanding. • Retrieves key information from a text. • Identifies complete sentences. • Identifies typical phrases, e.g. story openings and endings. • Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc. • Begins to understand how written language can be structured differently according to genre, e.g. in order to build suspense in a narrative. • Comments on things that interests them.	• Refers back to the text for evidence. • Retrieves information and uses evidence from a text. • Shows awareness of use of features of organisation e.g. index, bold headings. • Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she …' • Begins to understand that written language (Standard English) has conventions that do not apply in spoken language. • Explains differences between fiction and non-fiction - understands that books can be used to find things out, and is beginning to do so. • Recognises that information is grouped according to subject. • Begins to use dictionaries, glossaries and indexes to locate meanings and information. • Identifies simple literary language. • Identifies elements of an author's style, e.g. familiar characters. • Identifies how settings and characters are created using specific vocabulary that creates imagery. • Identifies that the verbs used for dialogue tell us how a character is feeling, e.g. 'I grabbed…'	• Refers back to the text for evidence when explaining. • Extracts information from tables and charts. • Recognises some different forms of poetry. • Retrieves information from the text where there is competing (distracting) information. • Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts. • Recognises different narrative genres. • Notices the difference between 1st and 3rd person accounts. • Identifies the conventions of different types of writing, e.g. greetings in a letter, diary entries etc.	• Recognises the introduction, build up, climax or conflict and resolution in narrative. • Retrieves information from text where there is competing (distracting) information. • Identifies a wide range of poetic forms: cinquain, haiku, calligram, and kenning. • Identifies key words and phrases as evidence when making a point. • Identifies the structure and features of a range of non-fiction, narrative and poetry texts. • Analyses how structural and presentational features contribute to purpose in a range of texts. • Identifies events that are presented in more detail and those that are skimmed over. • Identifies underlying themes in a range of narrative texts, e.g. courage over adversity, loss etc. • Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place. • Identifies figurative and expressive language that builds a fuller picture of a character.	• Comments on use of language using terminology including onomatopoeia, metaphor, personification • Notes how cohesion is achieved in different ways. • Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as a reader. • Retrieves information, referring to more than one place in the text. • Identifies and compares underlying themes in a range of narrative texts, e.g can track words / phrases linked with the theme throughout. • Identifies how an author varies pace by using direct or reported speech and points in a story. • Comments on how a character is built and presented, referring to dialogue, action and description. • Retrieves, records and presents ideas from non-fiction in a different format, e.g. retrieves information from a report to inform a persuasive text. • Identifies precision in the sue of technical terminology and considers the different reasons for why an author might use this.	• Retrieves information, referring to more than one place in the text, and where there is competing information. • Recognises how the author of non-fiction texts expresses, sequences and links points. • Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence, e.g wider reading. • Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage. • Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type, e.g categorise sub-sets of persuasive texts into groups.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Summarising		• Identifies how non-fiction texts are sequenced. • Identifies the beginning, middle and end of stories and pattern in poetry.	• Identifies the sequence of events e.g. answers questions such as 'which event happened first?'	• Summarises main ideas from a text. • Begins to identify themes across texts e.g. friendship, good and evil, bullying.	• Explains and justifies an opinion on the resolution of an issue/whole narrative • Summarises the main ideas of a non-fiction text.	• Summarises main ideas from more than one text to support note taking. • Analyses information from tables and charts and can incorporate this information into a summary of the whole text.	• Summarises competing views. • Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour. • Discusses main ideas from a text within a group and summarises the discussion.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Inferring		• Identifies goals/motives of the main character based on what they have said and done e.g., 'I think she wants her daddy to help her build a sandcastle.' • Expresses preferences linked to own experiences e.g. 'I like going to the beach too'. • Uses different voices for characters when reading dialogue aloud. • Uses different voice pitch to indicate whether they are reading an exclamation or question. • Answers 'how' and 'why' questions about their experiences and in response to stories or events.	• Begins to make simple inferences. • Demonstrates empathy with characters looking at descriptions and actions. • Identifies evidence of change because of events, for example in character behaviour. • Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself. • Explains how the way a character speaks reflects their personality. • identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour. • Evaluates simple persuasive devices, e.g says which posters in a shop or TV adverts would make them want to buy. • With support, justifies their views about what they have read.	• Makes inferences based on what is being said and done. • Suggests reasons for actions and events. • Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story • Identifies with characters and makes links with own experiences when making judgements about the characters' actions. • Justifies their views about what they have read. • Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place? • Identifies evidence of relationship between characters based on dialogue and behaviour. • Analyses the use of language to set scenes, build tension or create suspense.	• Identifies techniques used by the author to persuade the reader to feel sympathy or dislike. • Justifies opinions of particular characters. • Distinguishes between fact and opinion. • Makes deductions about the motives and feelings that might lay behind character's words. • Summarises the way that the setting affects character's appearance, actions and relationships, e.g. 'the children in The Lion, The Witch and The Wardrobe are a family and speak and act differently to… • Comments on the way key characters respond to a problem. • Makes deductions about character's motives and feelings and explains whether their behaviour was predictable or unpredictable. • Explores alternative outcomes to an issue. • Analyses dialogue, making judgements about the extent to	• Draws inferences from character's feelings, thoughts and motives that justifies their actions, supporting their view with evidence from the text. • Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text. • Recognises that characters may have different perspectives in the story. • Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development. • Explores in-depth the meaning of particular multi- layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text. • Summarises ideas across paragraphs, identifying key details that support the main ideas. • Identifies conventions across a range of non-fiction text types and forms	• Draws inferences from characters' thoughts, feelings and motives. • Draws reasoned conclusions from non-fiction texts, which present differences of opinion. • Analyses why and how scene changes are made and how they affect characters and events. • Distinguishes between implicit and explicit points of view. • Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text. • Provides evidence to explain how themes emerge and conventions be applied in a range of fiction and non-fiction genres. • Explains underlying themes across a range of poetry. E.g. can form compilations of poems based on themes explaining choses for the grouping, and considering the order of the poems in the compilation. • Explains the intent of the author, e.g. explains how the author has tried to

				Explains how words/phrases in the description are linked to create suspense • Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'	which characters reveal their true feelings or motives • Evaluates texts for their appeal for the intended audience.	e.g. first person in autobiographies and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this. • Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes. • Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context. • Shows understanding through emphasis, intonation and volume when performing.	manipulate the emotions / bias of the reader. • Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Predicting		• Predicts events and endings. • Suggests how a story might end. • Begins to understand 'why' and 'how' questions.	• Predicts with increasing accuracy during reading and then adapts prediction in the light of new information. • Predicts some key events of a story based on the settings described in the story opening. • Predicts what might happen on the basis of what has been read so far	• Predicts what might happen from details stated and can indicate the strength / likelihood of their prediction being correct. • Predicts what might happen based on what has been read so far in a text.	• Predicts based on mood or atmosphere how a character will behave in a particular setting. • Justifies predictions using evidence from the text.	• Identifies whether changes in characters met or challenged the reader's expectations. • Justifies predictions from details stated and implied.	• Makes predictions based on details stated and implied, justifying them in detail with evidence from the text.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Analysing				• Analyses and compares plot structure. • Recognises the move from general to specific detail.	• Analyses how the structure of non-fiction relates to its purpose e.g., how the points in a persuasive speech lead you to the author's viewpoint. • Analyses how poetry is structured and its effect on the reader. • Exemplifies the move between generalisations and specific information.	• Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text. • Analyses paragraph structures in similar texts noting and commenting on similarities and differences.	• Justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily. • Identifies how authors use a range of narrative structures e.g. stories within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Authorial Intent				• Evaluates effectiveness of texts in terms of function, form and language features. • Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning.	• Understands how authors use a variety of sentence constructions, e.g. relative clauses to add detail. • Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them.	• Recognises the style of different authors and recognises their intended audience.	• Justifies agreement or disagreement with narrator's point of view when evaluating a text.

Early Learning Goals

Relevant Early Learning Goals	Year 1 National Curriculum Objective
Literacy: Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	**Reading** • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading.

Relevant Early Learning Goals	Year 1 National Curriculum Objective
Comprehension **Communication and Language: Listening, Attention and Understanding** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. **Literacy: Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play **Expressive Arts and Design: Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher.	**Comprehension** **Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:** • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. **Understand both the books they can already read accurately and fluently and those they listen to by:** • drawing on what they already know or on background information and vocabulary provided by the teacher; • checking that the text makes sense to them as they read and correcting inaccurate reading; • discussing the significance of the title and events; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far; • participating in discussions about what is read to them, taking turns and listening to what others say; • explaining clearly their understanding of what is read to them.