|              | Reading Skill   | s Overview   |   |   |  |  |  |
|--------------|---|--|---|---|--|--|--|
| Aspects      | EYFS  | Year I   | Year 2  | Year 3  | Year 4   | Year 5   | Year 6   |
| Word Reading | Say a sound for each letter in the alphabet and at least 10 diagraphs.  Children will be taught to read individual letters by saying the sounds for them. Children will be taught to read some letter groups that each represent one sound and say sounds for them. | Apply phonic knowledge and skille as the route to decode words | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent | Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: disr, misr, irr, ilr, imr, irr, -ly; (English Appendix 1) | Apply his/her growing knowledge of root words, prefixes and suffixes (etymology) both to read aloud and to understand the meaning of new words he/she meets, to include rer, subr, inter, super, antir, autor, ation, -ous; (English Appendix 1) | Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling | Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling |

| Read words       | Say sounds for      | Read accurately by  | Read further         | Read and decode                        |  |
|------------------|---------------------|---------------------|----------------------|--|--|
| consistent with  | 40+ graphemes,      | blending the sounds | exception words,     | further exception                      |  |
| their phonic     | including one       | in words that       | noting the unusual   | words accurately,                      |  |
| knowledge by     | grapheme for        | contain the         | correspondences      | noting the unusual                     |  |
| sound blending.  | each of the 40+     | graphemes for all   | between spelling and | correspondences                        |  |
| Children will be | phonemes            | 40+ phonemes        | sound, and where     | between spelling and                   |  |
| taught to blend  |                     |                     | these occur in the   | sound, and where<br>these occur in the |  |
| sounds into      |                     |                     | word (linked to      | word                                   |  |
| words.           |                     |                     | spelling English     | (linked to spelling                    |  |
|                  |                     |                     | Appendix 1)          | English Appendix 1)                    |  |
| Read aloud       | Respond speedily    | Recognise           |                      |  |  |
| simple sentences | with the correct    | alternative sounds  |                      |  |  |
| and books that   | sound to            | for graphemes       |                      |  |  |
| are consistent   | graphemes           |                     |                      |  |  |
| with their       | (letters or groups  |                     |                      |  |  |
| phonic           | of letters) for all |                     |                      |  |  |
| knowledge,       | 40+ phonemes,       |                     |                      |  |  |
| including some   | including, where    |                     |                      |  |  |

| common            | applicable, |
|-------------------|-------------|
| exception         | alternative |
| words.            | sounds for  |
| Children will be  | graphemes   |
| taught to         | 0 1         |
| read a few        |             |
| common            |             |
| exception words   |             |
| matched to the    |             |
| school's phonic   |             |
| programme.        |             |
| Children will be  |             |
| taught to read    |             |
| simple phrases    |             |
| and sentences     |             |
| made up of        |             |
| words with        |             |
| known             |             |
| lettersound       |             |
| correspondences   |             |
| and, where        |             |
| necessary, a few  |             |
| exception         |             |
| words. Children   |             |
|                   |             |
| will be taught to |             |
| re-read books to  |             |
| build up          |             |
| confidence in     |             |
| word reading,     |             |
| fluency and       |             |

| enjoyment and<br>understanding. |  |   |  |  |
|---------------------------------|--|---|--|--|
|                                 | Read accurately<br>by blending<br>sounds in<br>unfamiliar words<br>containing GPCs<br>that have been<br>taught | Read accurately<br>words of two or<br>more syllables that<br>contain graphemes<br>taught so far |  |  |

| Read many F           | Read words            |  |  |
|-----------------------|-----------------------|--|--|
|                       | containing common     |  |  |
|                       | suffixes              |  |  |
| from (English         |                       |  |  |
| appendix 1)           |                       |  |  |
| Read words F          | Read common           |  |  |
| containing taught   e | exception words,      |  |  |
| GPCs and -s, -es, n   | roting unusual        |  |  |
| ing, -ed, -er and c   | correspondences       |  |  |
| est endings b         | petween spelling      |  |  |
| O                     | and sound and         |  |  |
| v                     | where these occur     |  |  |
| ü                     | n the word            |  |  |
| Read aloud many F     | Read words in         |  |  |
| words containing of   | ageappropriate        |  |  |
| taught GPCs b         | 200ks accurately      |  |  |
| quickly and           | and fluently without  |  |  |
| accurately c          | overt sounding and    |  |  |
| without overt b       | olending, and         |  |  |
| sounding and s        | sufficiently fluently |  |  |
| blending t            | to allow him/her to   |  |  |
|                       | focus on              |  |  |
|                       | ınderstanding         |  |  |
|                       | rather than           |  |  |
| C                     | decoding              |  |  |

|  | Read other words<br>of more than one<br>syllable that<br>contain taught<br>GPCs | Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation |  |  |
|--|---|--|--|--|
|  |   |  |  |  |
|  | Read words with   | Re-read books,   |  |  |
|  | contractions e.g.   | sounding out   |  |  |
|  | I'm, I'll, we'll, and   | unfamiliar words   |  |  |
|  | understand that   | accurately, to build   |  |  |
|  | the apostrophe  | up fluency and   |  |  |
|  | represents the  | confidence in word   |  |  |
|  | omitted letter(s)   | reading  |  |  |
|  | Read aloud  |  |  |  |
|  | accurately books  |  |  |  |
|  | that are  |  |  |  |
|  | consistent with   |  |  |  |
|  | developing phonic   |  |  |  |
|  | knowledge and   |  |  |  |
|  | that do not   |  |  |  |
|  | require use of  |  |  |  |
|  | other strategies,   |  |  |  |
|  | such as guessing  |  |  |  |

|  | words from<br>pictures or the<br>context of the |  |  |  |
|--|---|--|--|--|
|  | sentence, to work                               |  |  |  |
|  | out words                                       |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  | Re-read   |  |  |  |
|  | phonically                                      |  |  |  |
|  | decodable books                                 |  |  |  |
|  | to build up                                     |  |  |  |
|  | fluency and                                     |  |  |  |
|  | confidence in                                   |  |  |  |
|  | word reading                                    |  |  |  |

|               |                   | <u> </u>          |                       |                      | <u> </u>                  | <u> </u>                 |                         |
|---------------|-------------------|-------------------|-----------------------|----------------------|---------------------------|--------------------------|-------------------------|
| Comprehension | Demonstrate       | Develop pleasure  | Develop pleasure in   | Maintain positive    | Maintain positive         | Maintain positive        | Maintain positive       |
|               | understanding     | in reading,       | reading, motivation   | attitudes to reading | attitudes to reading      | attitudes to reading     | attitudes to reading    |
|               | of what has       | motivation to     | to read, vocabulary   | and understanding of | and understanding of      | and understanding of     | and understanding of    |
|               | been read to      | read, vocabulary  | and understanding     | what he/she reads by | what he/she reads by      | what he/she reads by     | what he/she reads by    |
|               | them by           | and               | by listening to,      | listening to and     | listening to and          | continuing to read and   | reading books that are  |
|               | retelling stories | understanding by  | discussing and        | discussing a wide    | discussing a wide         | discuss an increasingly  | structured in different |
|               | and narratives    | listening to and  | expressing views      | range of fiction,    | range of fiction, poetry, | wide range of fiction,   | ways and reading for    |
|               | using their own   | discussing a wide | about a wide range    | poetry, plays and    | plays,                    | poetry, plays,           | a range of purposes     |
|               | words and         | range of poems,   | of contemporary       | nonfiction           | non-fiction and           | nonfiction and           |                         |
|               | recently          | stories and       | and classic poetry,   | The representation   | reference books or        | reference books or       |                         |
|               | introduced        |                   | 1 0                   |                      | textbooks                 | textbooks                |                         |
|               | vocabulary.       | nonfiction at a   | stories and           |                      |                           | LEXIDOORS                |                         |
|               | Children will be  | level beyond that | nonfiction at a level |                      |                           |                          |                         |
|               | taught to use     | at which he/she   | beyond that at        |                      |                           |                          |                         |
|               | new vocabulary    | can read          | which he/she can      |                      |                           |                          |                         |
|               | in different      | independently     | read independently    |                      |                           |                          |                         |
|               |                   |                   |                       |                      |                           |                          |                         |
|               | contexts.         |                   |                       |                      |                           |                          |                         |
|               | Anticipate        | Develop pleasure  | Develop pleasure in   | Maintain positive    | Maintain positive         | Maintain positive        | Maintain positive       |
|               | (where            | in reading,       | reading, motivation   | attitudes to reading | attitudes to reading      | attitudes to reading     | attitudes to reading    |
|               | appropriate) key  | motivation to     | to read, vocabulary   | and understanding of | and understanding of      | and understanding of     | and understanding of    |
|               | events in         | read, vocabulary  | and understanding     | what he/she reads by | what he/she reads by      | what he/she reads by     | what he/she reads by    |
|               | stories.          | and               | by discussing the     | reading books that   | reading for a range of    | increasing their         | increasing his/her      |
|               |                   | understanding by  | sequence of events    | are structured in    | purposes                  | familiarity with a wide  | familiarity with a wide |
|               |                   | being encouraged  | in books and how      | different ways       |                           | range of books,          | range of books,         |
|               |                   | to talk about     | items of information  | 00 0                 |                           | including myths,         | including from our      |
|               |                   | events in what is | are related           |                      |                           | legends and traditional  | literary heritage and   |
|               |                   | read or heard     | 3.0100000             |                      |                           | stories, modern fiction, | books from other        |
|               |                   | read and link     |                       |                      |                           | ľ                        | cultures and traditions |
|               |                   | read and link     |                       |                      |                           | fiction from our         | cultures and traditions |
|               |                   |                   |                       |                      |                           | literary heritage, and   |                         |

| F | -                      | ,                 |                        |                          |                       |                         | 1                      |
|---|------------------------|-------------------|------------------------|--------------------------|-----------------------|-------------------------|------------------------|
|   |                        | them to his/her   |                        |                          |                       | books from other        |                        |
|   |                        | own experiences   |                        |                          |                       | cultures and traditions |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   | Use and                | Retell some of a  | Develop pleasure in    | Maintain positive        | Maintain positive     | Maintain positive       | Maintain positive      |
|   | understand             | familiar          | reading, motivation    | attitudes to reading     | attitudes to reading  | attitudes to reading    | attitudes to reading   |
|   | recently               | story/rhyme,      | to read, vocabulary    | and understanding of     | and understanding of  | and understanding of    | and understanding of   |
|   | introduced             | when being read   | and understanding      | what he/she reads by     | what he/she reads by  | what he/she reads by    | what he/she reads by   |
|   | vocabulary             | to by an adult    | by becoming            | increasing his/her       | using dictionaries to | recommending books      | identifying and        |
|   | during                 | (one-to-one or in | increasingly familiar  | familiarity with a       | check the meaning of  | that he/she has read to | discussing themes and  |
|   | discussions            | a small group)    | with and retelling a   | wide range of books,     | words that he/she has | his/her peers, giving   | conventions in and     |
|   | about stories,         |                   | wider range of         | including fairy stories, | read                  | reasons for their       | across a wide range of |
|   | nonfiction,            |                   | stories, fairy stories | myths and legends,       |                       | choices                 | writing                |
|   |                        |                   |                        |                          |                       |                         |                        |
|   | rhymes and             |                   | and traditional tales  | and retell some of       |                       |                         |                        |
|   | poems and              |                   |                        | these orally             |                       |                         |                        |
|   | '<br>during role-play. |                   |                        | <del>-</del>             |                       |                         |                        |
|   | 0 1 0                  |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |
|   |                        |                   |                        |                          |                       |                         |                        |

|  |  | 7  | 1   | 7  |   | 1   |
|--|--|--|---|--|---|---|
| Recount stories with peers and their teacher. Children will be be taught to retell the story, once they have developed a | Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable   | Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry                      | Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books                  | Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell | Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing | Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books |
| deep familiarity with the text; some as exact repetition and some in their own words.                                    | phrases  | , ,  |   | some of these orally   |   |   |
| Perform stories with others.   | Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts | Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination       | Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book                             | Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart  |

| Listen           | Develop pleasure  | Develop pleasure in   | Maintain positive      | Maintain positive       | Maintain positive      | Read age-appropriate    |
|------------------|-------------------|-----------------------|------------------------|-------------------------|------------------------|-------------------------|
| attentively and  | in reading,       | reading, motivation   | attitudes to reading   | attitudes to reading    | attitudes to reading   | books, including whole  |
| respond to what  | motivation to     | to read, vocabulary   | and understanding of   | and understanding of    | and understanding of   | novels, with confidence |
| they hear with   | read, vocabulary  | and understanding     | what he/she reads by   | what he/she reads by    | what he/she reads by   | and fluency             |
| relevant         | and               | by discussing         | discussing words that  | recognising some        | preparing poems and    |                         |
| questions,       | understanding by  | his/her favourite     | capture the reader's   | different forms of      | plays to read aloud    |                         |
| comments and     | learning to       | words and phrases     | interest and           | poetry e.g. free verse, | and to perform,        |                         |
| actions when     | appreciate        | "                     | imagination            | narrative poetry        | showing understanding  |                         |
| being read to.   | rhymes and        |                       | 0                      | 1 0                     | through intonation,    |                         |
| Children will be | poems, and to     |                       |                        |                         | tone and volume so     |                         |
| taught to        | recite some by    |                       |                        |                         | that the meaning is    |                         |
| engage in        | heart             |                       |                        |                         | clear to an audience   |                         |
| storytimes.      |                   |                       |                        |                         |                        |                         |
| Listen to and    |                   |                       |                        |                         |                        |                         |
| talk about       |                   |                       |                        |                         |                        |                         |
| stories to build |                   |                       |                        |                         |                        |                         |
| familiarity and  |                   |                       |                        |                         |                        |                         |
| understanding.   |                   |                       |                        |                         |                        |                         |
| Offer            | Develop pleasure  | Develop pleasure in   | Understand what        | Maintain positive       | Understand what        | Understand what         |
| explanations for | in reading,       | reading, motivation   | he/she reads           | attitudes to reading    | he/she reads by        | he/she reads by         |
| why things       | motivation to     | to read, vocabulary   | independently by       | and understanding       | checking that the book | summarising the main    |
| might happen,    | read, vocabulary  | and understanding     | checking that the text | of what he/she          | makes sense to         | ideas drawn from more   |
| making use of    | and               | by continuing to      | makes sense to         | reads by identifying    | him/her, discussing    | than one paragraph,     |
| recently         | understanding by  | build up a repertoire | him/her, discussing    | themes and              | his/her understanding  | identifying key details |
| introduced       | discussing word   | of poems learnt by    | his/her understanding  | conventions in a        | and exploring the      | that support the main   |
| vocabulary from  | meanings, linking | heart, appreciating   | of words               | wide range of books     | meaning of words in    | ideas and using         |
| stories,         | new meanings to   | 11                    | of woras               | while range of books    | • •                    | o o                     |
| nonfiction,      | those already     | these and reciting    |                        |                         | context                | quotations for          |
|                  | known             | some, with            |                        |                         |                        | illustration            |

| rhymes and poems when appropriate.   |   | appropriate<br>intonation to make<br>the meaning clear  |   |  |  |  |
|--|---|---|---|--|--|--|
|  |   |   |   |  |  |  |
| Make comments about what they have heard and ask questions to clarify understanding. | Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on | Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on | Understand what<br>he/she reads<br>independently by<br>asking questions to<br>improve his/her<br>understanding of a<br>text | Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in | Understand what he/she reads by asking questions to improve his/her understanding of complex texts | Understand what he/she reads by identifying how language, structure and presentation contribute to meaning |
|  | background information and vocabulary provided by the teacher   | background<br>information and<br>vocabulary provided<br>by the teacher  |   | context  |  |  |

|   | Understand both                  | Understand both the                | Understand what       | Understand what         | Understand what         | Discuss and evaluate   |
|---|----------------------------------|------------------------------------|-----------------------|-------------------------|-------------------------|------------------------|
|   | the books he/she                 | books that he/she                  | he/she reads          | he/she reads            | he/she reads by         | how authors use        |
|   | can already read                 | can already read                   | independently by      | independently by        | drawing inferences      | language, including    |
|   | accurately and                   | accurately and                     | drawing inferences    | asking questions to     | such as inferring       | figurative language,   |
|   | fluently and those               | fluently and those                 | such as inferring     | improve his/her         | characters' feelings,   | considering the impact |
|   | he/she listens to                | that he/she listens                | characters' feelings, | understanding of text   | thoughts and motives    | on the reader          |
|   | by checking that                 | to by checking that                | thoughts and motives  | with increasing         | from their actions, and |                        |
|   | the text makes                   | the text makes                     | from their actions,   | complexity              | justifying inferences   |                        |
|   | sense as he/she                  | sense to him/her as                | and justifying        |                         | with evidence           |                        |
|   | reads and                        | he/she reads and                   | inferences with       |                         |                         |                        |
|   | corrects                         | corrects inaccurate                | evidence              |                         |                         |                        |
|   | inaccurate                       | reading                            |                       |                         |                         |                        |
|   | reading                          |                                    |                       |                         |                         |                        |
|   | Understand both                  | Understand both the                | Understand what       | Understand what         | Understand what         | Participate in         |
|   | the books he/she                 | books that he/she                  | he/she reads          | he/she reads            | he/she reads in         | discussions about      |
|   | can already read                 | can already read                   | independently by      | independently by        | increasingly complex    | books that are read to |
|   | accurately and                   | accurately and                     | predicting what might | drawing inferences      | texts by predicting     | him/her and those that |
|   | fluently and those               | fluently and those                 | happen from details   | such as inferring       | what might happen       | can be read for        |
|   | he/she listens to                | that he/she listens                | stated                | characters' feelings,   | from details stated and | himself/herself,       |
|   | by discussing the                | to by answering                    |                       | thoughts and motives    | implied                 | building on his/her    |
|   | significance of the              | questions and<br>making inferences |                       | from their actions, and |                         | own and others' ideas  |
|   | title and events on the basis of |                                    |                       | justifying inferences   |                         | and challenging views  |
|   |                                  | what                               |                       | with evidence clearly   |                         | courteously and with   |
|   |                                  | is being said and                  |                       | taken from the text     |                         | clear reasoning        |
|   |                                  | done                               |                       |                         |                         |                        |
| 1 |                                  |                                    | l .                   |                         | 1                       |                        |

| · |                    |                      |                        |                        |                        |                         |
|---|--------------------|----------------------|------------------------|------------------------|------------------------|-------------------------|
|   | Understand both    | Make inferences on   | Understand what        | Understand what        | Discuss and evaluate   | Explain and discuss     |
|   | the books he/she   | the basis of what is | he/she reads           | he/she reads           | how authors use        | his/her understanding   |
|   | can already read   | said and done in a   | independently by       | independently by       | language, including    | of what he/she has      |
|   | accurately and     | book he/she is       | identifying main ideas | predicting what might  | figurative language,   | read, including through |
|   | fluently and those | reading              | drawn from within      | happen from details    | considering the impact | formal presentations    |
|   | he/she listens to  | independently        | one paragraph and      | stated and implied     | on the reader          | and debates,            |
|   | by making          |                      | summarise these        |                        |                        | maintaining a focus on  |
|   | inferences on the  |                      |                        |                        |                        | the topic and using     |
|   | basis of what is   |                      |                        |                        |                        | notes where necessary   |
|   | being said and     |                      |                        |                        |                        |                         |
|   |                    |                      |                        |                        |                        |                         |
|   | done               |                      |                        |                        |                        |                         |
|   | aorie              |                      |                        |                        |                        |                         |
|   | Understand both    | Understand both the  | Understand what        | Understand what        | Distinguish between    | Provide reasoned        |
|   | the books he/she   | books that he/she    | he/she reads           | he/she reads           | statements of fact and | justifications for      |
|   | can already read   | can already read     | independently by       | independently by       | opinion                | his/her views           |
|   | accurately and     | accurately and       | identifying how        | identifying main ideas |                        |                         |
|   | fluently and those | fluently and those   | language, structure,   | drawn from more than   |                        |                         |
|   | he/she listens to  | that he/she listens  | and presentation       | one paragraph and      |                        |                         |
|   | by predicting      | to by answering      | contribute to meaning  | summarise these        |                        |                         |
|   | what might         | and asking           | to include             |                        |                        |                         |
|   | happen on the      | questions and        | paragraphs, headings,  |                        |                        |                         |
|   | basis of what has  | making links         | subheadings, inverted  |                        |                        |                         |
|   | been read so far   |                      | commas to punctuate    |                        |                        |                         |
|   | ·                  |                      | speech                 |                        |                        |                         |

| [ | Participate in    | Understand both the   | Retrieve and record     | Understand what         | Retrieve, record and   |  |
|---|-------------------|-----------------------|-------------------------|-------------------------|------------------------|--|
|   | •                 | books that he/she     |                         | he/she reads            |                        |  |
|   | discussion about  |                       | information from        |                         | present information    |  |
|   | what is read to   | can already read      | nonfiction              | independently by        | from non-fiction       |  |
|   | him/her, taking   | accurately and        |                         | identifying how         |                        |  |
|   | turns and         | fluently and those    |                         | language, structure,    |                        |  |
|   | listening to what | that he/she listens   |                         | and presentation        |                        |  |
|   | others say        | to by making          |                         | contribute to meaning,  |                        |  |
|   |                   | plausible predictions |                         | to include: paragraphs, |                        |  |
|   |                   | about what might      |                         | use of pronouns for     |                        |  |
|   |                   | happen on the basis   |                         | cohesion, inverted      |                        |  |
|   |                   | of what has been      |                         | commas for speech,      |                        |  |
|   |                   | read so far           |                         | apostrophes to mark     |                        |  |
|   |                   |                       |                         | possession, fronted     |                        |  |
|   |                   |                       |                         | adverbials              |                        |  |
|   | Explain clearly   | Participate in        | Participate in          | Retrieve and record     | Participate in         |  |
|   | his/her           | discussion about      | reasoned discussion     | information from        | discussions about      |  |
|   | understanding of  | books, poems and      | about books, poems      | nonfiction over a wide  | books that are read to |  |
|   | what is read to   | other works that are  | and other material      | range of subjects       | him/her and those that |  |
|   | him/her           | read to him/her and   | that are read to        |                         | can be read for        |  |
|   |                   | those that he/she     | him/her and those       |                         | himself/herself,       |  |
|   |                   | can read for          | he/she can read for     |                         | building on his/her    |  |
|   |                   | himself/herself,      | himself/herself, taking |                         | own and others' ideas  |  |
|   |                   | taking turns and      | turns and listening to  |                         | and challenging views  |  |
|   |                   | listening to what     | what others say         |                         | courteously            |  |
|   |                   | others say            |                         |                         |                        |  |

| Answer questions | Explain and discuss                            |   | Participate in clear  |   |   |
|------------------|--|---|---|---|---|
| in discussion    | his/her  |   | reasoned discussion   |   |   |
| with the teacher | understanding of                               |   | about books, poems  |   |   |
| and make simple  | books, poems and                               |   | and other material  |   |   |
| inferences       | other material, both                           |   | that are read to  |   |   |
|                  | those that he/she                              |   | him/her and those   |   |   |
|                  | listens to and those                           |   | he/she can read for   |   |   |
|                  | that he/she reads                              |   | himself/herself, taking   |   |   |
|                  | for himself/herself                            |   | turns and listening to  |   |   |
|                  |  |   | what others say   |   |   |
|                  | Explain what has                               |   |   |   |   |
|                  | happened so far in                             |   |   |   |   |
|                  | what he/she has                                |   |   |   |   |
|                  | read   |   |   |   |   |
|                  |  |   |   |   |   |
|                  |  |   |   |   |   |
|                  | in discussion with the teacher and make simple | in discussion with the teacher and make simple inferences  other material, both those that he/she listens to and those that he/she reads for himself/herself  Explain what has happened so far in what he/she has | in discussion with the teacher and make simple inferences  other material, both those that he/she listens to and those that he/she reads for himself/herself  Explain what has happened so far in what he/she has | in discussion with the teacher and make simple inferences  other material, both those that he/she listens to and those that he/she reads for himself/herself  Explain what has happened so far in what he/she has | in discussion with the teacher understanding of about books, poems and make simple inferences  other material, both those that he/she listens to and those that he/she reads for himself/herself  Explain what has happened so far in what he/she has |