

Hitherfield Primary School Progression Framework for: English Reading

Agreed Reading List for Storytime* - Curriculum Map

Year	Term 1 - Celebration	Term 2 - Non-fiction	Term 3 - Performance Poetry	Term 4 - Traditional Tales	Term 5 - Non-Fiction	Term 6 - Poetry
Nursery	See Nursery Curriculum Map					
Reception	See Reception Curriculum Map					
Year 1	Is that your Mama? - Patrice Lawrence	Seasons - Hannah Pang	Dinosaur Poems – John Foster	The Ghanaian Goldilocks - Tamara Pizzoli	The big Book of Blooms - Yuval Zommer	Here's a Little Poem - Andrew Fusek Peters
Year 2	Hair Love - Matthew A Cherry	Darwin's Super-Pooping Worm Spectacular - Polly Owen	Poems Out Loud - Various & Laurie Stansfield	Rapunzel - Rachel Isadora	The Pebble in my Pocket: A History of Our Earth Meredith Hooper	My First Book of Haiku Poems - Classic Poems by Japanese Haiku Masters
Year 3	The Proudest Blue - Ibtihaj Muhammad	Funny Bums, Freaky Beaks: and Other Incredible Creature Features - Alex Moss Sean Taylor	I am Loved - Nikki Giovanni	Yeh-Shen: A Cinderella Story from China - Ai-Ling Louie	How To Be Extraordinary - Rashmi Sirdeshpande	The Nonsense Limericks - Edward Lear
Year 4	Finding the Green Stone - Alice Walker	Great Women Scientist and their stories - Kate Pankhurst	Poems Aloud: An Anthology of Poems to Read Out Loud - Joseph Coelho	African and Caribbean Folktales, Myths and Legends - Wendy Shearer	A Day in the Life of an Astronaut, Mars and the Distant Stars: Space as You've Never Seen it Before - Mike Barfield	Out of Wonder: Poems Celebrating Poets - Kwame Alexander, Chris Colderley, Marjory Wentworth & Ekua Holmes
Year 5	Moth: An Evolution Story - Isabel Thomas	Black and British: An Illustrated History - David Olusoga	My Heart is a Poem - Various Authors	South Asian Folktales, Myths and Legends Sarah Shaffi	Can You See Me? - Libby Scott and Rebecca Westcott	Still I Rise - Maya Angelou
Year 6	Me, My Dad and the end of the Rainbow - Benjamin Dean	What is Race? Who are Racists? Why Does Skin Colour Matter? And Other Big Questions - Claire Heuchan & Nikesh Shukla	Wicked World - Benjamin Zephaniah	Blackberry Blue: And Other Fairy Tales - Jamila Gavin	Can You Get Rainbows in Space? - Dr Sheila Kanani	On the Move: Poems About Migration- Michael Rosen

*These are the set texts for storytime for each term. Once the set text has been finished, the remainder of the term can be used to read texts that reflect the children's developing interests, following the guidance on choosing texts that is specified on page 29 of the [DfE's Reading Framework \(2022\)](#)

Progression of skills in English Reading

EYFS:		Key Stage 1:		Key Stage 2:					
Statutory Framework Objectives		<p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • 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. <p>Development Matters Statements in bold</p>		Primary national curriculum - English		Primary national curriculum - English			
		Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
a) Word Reading – Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Develop awareness of the different sounds that they can hear in the environment or those made by instruments/voice, through games</p> <p>Recognise their name</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few tricky words matched to the Little Wandle phonic programme</p>	Pupil can apply phonic knowledge to decode words: e.g. high, hand, cream, park.	Pupil can read fluently, decoding is secure: e.g. Pupil can, without undue hesitation, read text at Phase 6.					
			Pupil can speedily respond with the correct sound to graphemes at Phase 5 L&S	Pupil can automatically and accurately blend alternative sounds for graphemes: e.g. know alternative phonemes for /er/: ir as in girl, ur as in turn					
			Pupil can read accurately by blending taught GPCs at Phase 5: e.g.coach, morning, cried	Pupil can, accurately, identify syllables within a word containing alternative sounds for graphemes. They can usually combine them to read a word: e.g. unicorn, gingerbread, handkerchief.					

	with a picture (e.g. self register)	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>		Pupil can read words with almost all common suffixes: e.g. enjoyment, sadness, careful, hopeless, badly.	Pupil can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (See Word Expert Sessions)	Pupil can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (See Word Expert Sessions)	Pupil can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (See Word Expert Sessions)	Pupil can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (See Word Expert Sessions)		
	Begin to identify initial sounds of words and names of objects			Pupil can read most common exception words at Phase 5: e.g. their, people, asked.	Pupil can read almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole (see Appendix 1: Spelling pg 59).	Pupil can read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.	Pupil can use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise.			
	Begin to orally blends sounds		Segment written words into individual sounds							
	Identify different sounds of words and names of objects		Blend sounds together into short words							
	Begin to articulate sounds correctly - include playing with voice sounds									
	Begin to recognise their name card (with and without picture)									
	Begin to identify the final or dominant sounds of words and objects				Pupil can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.					
	Begin to distinguish sounds in words by oral segmenting				Pupil can read most multi-syllable words containing taught GPCs at Phase 5, e.g. December, measurement.	Pupil can read most familiar words quickly and accurately, without overt sounding and blending.				
			Pupil can read words with contractions: e.g. <i>I'm, I'll, we'll</i> , and understand that the apostrophe represents the omitted letter(s)							
			Pupil can read aloud phonically decodable texts at age-appropriate level (Phase 5) e.g. bookband level orange/turquoise or equivalent.	Pupils can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation						
			Pupils will re-read these books to build up their fluency and confidence in word	Re-read these books to build up their fluency and confidence in word reading.						

			reading. <i>Assessments will be made through rest of Word Reading section.</i>	<i>Assessments will be made through rest of Word Reading section.</i>				
a) Range of Reading	C&L Enjoy listening to longer stories and can remember much of what happens	C&L Engage in storytimes C&L Engage in non-fiction books C&L Learn poems, rhymes and songs	Pupil can listen attentively to a wide range of poems, stories and non-fiction. Contributes relevant ideas and thoughts to discussion.	Pupil can listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.	Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.	Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.	Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.
			Pupil can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play.					
					Pupil can independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure.	Pupil can use, select and read books that are structured in different ways for the appropriate purposes: e.g. specialist books for advice on sports or hobbies, following a series by the same writer.	Pupil can read books that are structured differently for a range of purposes, with independence: e.g. manga and graphic novels, comical history series.	Pupil can select and read books making effective use of the structure, and are able to explain their choices independently: e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.
							Pupil can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters.	Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions.

b) Familiarity with Texts	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Listen to a story being read 1:1 and on the carpet</p>	<p>C&L Listen to and talk about stories to build familiarity and understanding</p> <p>C&L Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p>	<p>Pupil can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. what typically happens to good and bad characters, differences between story settings.</p>	<p>Pupil can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.</p>	<p>Pupil can independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally.</p>	<p>Pupil can accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.</p>			
			<p>Pupil can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.</p>	<p>Pupil can usually recognise simple recurring literary language in stories and poetry: e.g. question and answer patterns in poems, refrains.</p>					
							<p>Pupil is increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>Pupil is familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres, explaining which they enjoy and why.</p>	
					<p>Pupil can, sometimes, identify and discuss themes and conventions in age-appropriate books.</p>	<p>Pupil can independently identify and discuss some themes and conventions in a wide-range of age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.</p>	<p>Pupil can recognise and discuss themes and conventions in age-appropriate texts.</p>	<p>Pupil can independently recognise, explain and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.</p>	
c) Poetry & Performance	<p>C&L Sing a large repertoire of songs</p> <p>C&L Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>C&L Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>C&L Learn rhymes, poems and songs</p>	<p>Pupil demonstrates enthusiasm for listening and responding to rhymes and poems, and can recite some (approx 1 or more) by heart.</p>	<p>Pupil has repertoire of poems (approx 5 or more) and can recite some, with intonation to make the meaning clear.</p>	<p>Pupil can independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupil can re-read, rehearse and perform</p>	<p>Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.</p>	<p>Pupil can learn by heart a wide range of age-appropriate poems.</p>	<p>Pupil can select and learn by heart an increasing range of age-appropriate poems.</p>	

					to show some understanding of the meaning of these texts.			
					Pupil can identify and name some different forms of poetry: e.g. free verse, narrative poetry.	Pupil can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.	Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume.	Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.
d) Word Meanings	<p>C&L Use a wider range of vocabulary</p> <p>Enjoy sharing a book and begin to use new vocabulary in play</p>	<p>C&L Learn new vocabulary</p> <p>C&L Use new vocabulary in different contexts</p> <p>Use vocabulary from books, rhymes and poems during their independent play</p>	Pupil can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning.	Pupil can discuss and clarify meanings of words usually linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible.	Pupil can usually use a dictionary independently to check the meaning of words they have read, but can require prompting to do this.	Pupil can independently use a dictionary to check the meaning of words encountered in reading.		
e) Understanding	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Understand what is happening with the help of pictures</p> <p>Join in with whole class comprehension activities - using some techniques outlines in LW guidance</p>	<p>Join in with simple comprehension aspects of whole class reading</p> <p>Participate in small group LW reading sessions</p>		Pupil can usually discuss the order of events in books and explain how items of information are related.				
			Pupil can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information	Pupil can demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher.	Pupil can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport, foul play in crime.	Pupil can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. lunchtime monitor, computer monitor, monitor the temperature.	Pupil can usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context.	Pupil can usually monitor reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.
			Pupil can usually check that the text makes sense to them as they read and goes back to self-correct inaccurate reading	Pupil can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read	Pupil can sometimes ask themselves questions to improve their understanding when independently reading an	Pupil can usually ask themselves questions to improve their understanding when independently reading an age-appropriate	Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate	Pupils can ask themselves questions to improve their understanding when independently reading an age-appropriate

				and self-correct.	age-appropriate texts.	texts	text	texts.
					Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.
f) Inference	Engage in extended conversations about stories, learning new vocabulary Join in with whole class comprehension activities - using some techniques outlines in LW guidance	C&L Listen to and talk about stories to build familiarity and understanding	Pupil can discuss the link between events and the text title: e.g. when discussing the title and events around the book 'We are Going on a Bear Hunt' , pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'					
			Pupil can demonstrate simple inference: e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.'	Pupil can usually draw inferences based on what is being said and done.	Pupil is beginning to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text.	Pupil can, with support, draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions when prompted.	Pupil can draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions.	Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions.
				Pupil can usually modify their inferences by answering and asking questions.				
g) Prediction	Engage in extended conversations about stories, learning new vocabulary	Talk about stories - recall, discuss characters and say what might happen next Begin to anticipate key events in a story or how the story might end	Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far:	Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going	Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, and is able to identify clues the writer has planted for the reader.	Pupil can read 'between the lines' without prompting when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

				back to school.				They are able to provide explanation for their predictions, referencing evidence from the text.
h) Authorial Intent				Pupil can discuss their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!'	Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why: e.g. I love the names of the games they play like wobble and sneedball, it makes me want to join in.	Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader: e.g. I like the way Peter tells Mrs Muldour that small ones are sweeter because he's being really cheeky and it makes me laugh.	Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader: e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.	Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader: e.g. The author says Stanley's water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley.
					Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in non-fiction texts and uses them to extract	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one. Recognises bar graphs	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features

					more meaning.	and maps in non-fiction and can extract information from them.	in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text.	to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams.
i) Non Fiction		C&L Engage in Non-Fiction C&L Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary					Pupil can distinguish between fact and opinion: e.g. is able to identify that some statements are not backed up with evidence and others are.	Pupil can usually, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.
				Pupil can explain how non-fiction books are used, they can independently identify key features and use these to help them find information: e.g. facts, photographs, diagrams, labels, index, heading.	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved.	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved, and is able to make and organise own notes from a non-fiction book or website to answer questions devised earlier.	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use.	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others, and can independently identify the most appropriate way to present the information
j) Discussing Reading	Engage in extended conversations about stories, learning new vocabulary	C&L Engage in storytime C&L Listen to and talk about stories to build familiarity and understanding					Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving	Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving

		C&L Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary					reasons for their choices	reasons for their choices, explaining their opinions effectively
			Pupil can contribute ideas and thoughts to discussion, remembers significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support: e.g. some simple comments about preferences, sometimes with reasons.	Pupil can contribute ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6: e.g. able to comment on preferences and offer plausible reasons for these.	Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. takes part in whole-class discussions after a shared read and participates in guided reading sessions, building on what others say, challenging others courteously and being challenged and responding appropriately in turn.	Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates.	Pupil can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. asking other to justify their opinions and views with evidence for the text.	Pupil can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. suggesting alternative interpretations and being open to those suggested by others.
			Pupil can express views about events or characters in the story and explain clearly their understanding of what is read to them.	Pupil can explain and discuss their understanding of what has been read, acted out or listened to.				
							Pupil can explain and discuss their understanding of what they have read, through formal presentations and debates.	Pupils can give thorough explanations of their points and prepare responses to likely conflicting opinions.
					Pupil can provide explanations for their views	Pupil can justify views usually offering coherent evidence to support them		