Bourne Westfield Primary Academy

English: Reading Text Overview

Texts, Genres and Stimulus	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	All About Me!	Dark is	Frozen Planet	On the Farm	Here, There and Everywhere	When We Grow Up.
	Harry and the dinosaurs go to school- Ian Whybrow, Adrian Reynolds My Family Your family-Lisa Bullard Kippers birthday (Kipper the dog)- Mick Inkpen At School – Biff and Chip Colour monster- Anna Llenas House for sale/New house Town Mouse and Country Mouse Aesop fable Pumpkin Soup- Helen Cooper	Sparks in the Sky- twinkl Meg and Mog- Helen Nicoll and Jan Pienkowski. Dipal's Diwali- twinkl Night animals NF Stick Man- Julia Donaldson The Nativity- Children's Bible	Stories about cold weather in a familiar settings: The Snow Lambs- Debi Gliori One Snowy Night- Nick Butterworth A Little Bit of Winter- Paul Stewart Frog in Winter- Max Velthuijs Winter Animal poem Stories about Polar Animals: Little Penguin- Patrick Benson Emperor's Egg- Martin Jenkins Bedtime for little bears-David Bedford The Polar Bear and the Snow Cloud- Jane Cabrera (Video- The Girl Who Went to the Arctic) Living In China (NF) My Chinese New Year- Monica Hughes	Handa's surprise- Eileen Browne Julia Donaldson stories / WBD book Rosies walk- Pat Hutchins The little red hen- Traditional tale Lifecycles – from egg to chicken Nursery rhymes -BBBlack sheep, Little Bo Peep, To Market to Market, Little Boy Blue Chickens aren't the only ones- Ruth Heller	My big book of transport- Moira Butterfield I Love My Bike- Simon Mole The 100 decker bus- Mike Smith My Big Book of Transport: Old Bus poem Terrific Trains- Tony Mitton Look Inside: Trains Thomas the Tank Engine (writing inspiration) Brilliant boats- Tony Mitton Super submarines- Tony Mitton Amazing aeroplanes- Tony Mitton How a plane works- Lara Bryon	Traditional tales The growing story- Ruth Krauss Don't worry little crab- Chris Haughton Commotion in the ocean- Giles Andreae Sharing a shell- Julia Donaldson Riley can be anything- Davina Hamilton Busy people –Firefighter, Vet, Builder, Bus driver - Lucy Cathu Racing car driver – link to Raymond Mays Dentist – oral health Astronaut Key text for summer picnic inspiration tbc
Year 1	Fairy Tales	Celebrations	Our Capital	Lighthouse Keepers	Explorers	Our World
	The Three Little Pigs-traditional After The Fall- Dan Santat Humpty Dumpty-nursery rhyme	The Jolly Postman & The Christmas Jolly Postman- Janet and Allan Ahlberg Poppy Poppy- poem author unknown Guy Fawkes-various sources	Paddington Bear Series- Michael Bond	The Lighthouse Keeper's Lunch & Lighthouse Keeper's Cat-David and Ronda Armitage Grace Darling- various sources non fiction	Look Up – Nathan Bryon Man on the Moon – Simon Bartram One Giant Leap – Ben Gartner Beegu – Alexis Deacon	Lost and Found – Oliver Jeffers Snail and the Whale – Julia Donaldson
Year 2	Our Local Area	Kenya	The Great Fire of London	Local History	Toy Story	Seas and Coasts
	Hodgeheg – Dick King-Smith	Lila and the Secret of Rain- David Conway Kenyan Books- non fiction Remembrance Poems- various	Sammy the Street Dog- Twinkl	The Twits- Roald Dahl	Traction Man-Mini Grey	The Sound Collector-Roger McGough
Year 3	The Stone Age	Our Local Area	Local History	Natural Disasters	The Romans	The Romans
	Stone Age Boy – Satoshi Kitamura How to Skin a Bear – Twinkl Skara Brae – Dawn Finch Stonehenge – Various Sources Non-fiction	Charlotte's Web-E B White Nature Trail – Benjamin Zephaniah Remembrance Day Poetry	Charlotte's Web-E B White The True Story of the Three Little Pigs - Jon Scieszka Scary Spiders – Kingfisher books	Escape from Pompeii- Christina Balit Volcanoes and Earthquakes- non-fiction The Pebble in my Pocket - Meredith Hooper and Chris Coady Child's Song in Spring – E Nesbit	Across the Roman Wall- Theresa Breslin The Roman Soldier's Handbook - Lesley Sims and Ian McNee I am a Roman Soldier- Josiah Wedgewood	Call Me Lion – Camilla Chester The Store Full of Magical Things – Rutendo Tavengerwei
Year 4	Anglo-Saxon	Vikings	The United Kingdom	The United Kingdom	The Egyptians	The Globe
	Raiders Beowulf Kenning Poetry	The Sleeping Army- Fransesca Simon Vikings- non fiction Sense Poetry- various	I was a Rat- Phillip Pulman Rats – Non-fiction texts Shocking Electricity – Nick Arnold	I was a Rat- Phillip Pulman Victorian London Texts News Report Examples	The Miraculous Journey of Edward Tulane-Kate DiCamillo Egypt Texts Egyptology – Dugald Steer	The Miraculous Journey of Edward Tulane - Kate DiCamillo River Nile Texts Nature Poetry
Year 5	The Mayans	Europe and America	The Greeks Who Let the Gods Out- Maz Evans		Rainforests	Rainforests
	Charlie and the Chocolate Factory – Roald Dahl	Clockwork- Phillip Pulman Cinquain Poetry Riddles			The Great Kapok Tree- Lynne Cherry The Explorer – Katherine Rundell	The Explorer – Katherine Rundell
Year 6	Trade and Economy	The Victorians	World War II	World War II	Our Environment	Our Environment
	Malamander – Thomas Taylor	Malamander- Thomas Taylor Performance Poetry The Listeners Walter De La Mare Tyger Tyger – William Blake	When the Sky Falls- Phil Earle	When the Sky Falls- Phil Earle War time poems – In Fkanders Fields John McCrae	The Lion, the Witch and the Wardrobe- CS Lewis	The Lion, the Witch and the Wardrobe- CS Lewis

Bourne Westfield Primary Academy

Reading Skills Progression

Reading Skills							
and Domains	<u>EYFS</u>	<u>Year 1</u>	Year 2	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
and Domains	Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT) Blend the taught sounds to read CVC, CVCC and CCVC words (LIT) Read some taught common exception/ high frequency and familiar words (LIT) Read sentences made up of words with taught	Apply phonic knowledge to decode words Read aloud phonically-decodable texts Re-read books to build fluency and confidence Read simple sentences and understand the meaning Speedily read all 40+ letters / groups for 40+ phonemes including alternative sounds for	Apply phonic decoding until automatic and reading is fluent Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly Re-read books to build up fluency and confidence in word reading Note punctuation to read with appropriate	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Decoding	sounds and common exception words (LIT)	Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) Read polysyllabic words containing taught GPCs Read common suffixes (-s, -es, -ing, -ed, -er and -est) Read contractions and understand that the apostrophe represents the omitted letter(s) Read accurately by blending taught GPCs	expression Read accurately by blending, including alternative sounds for graphemes Read Year 2 common exception words, noting unusual correspondences Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically Read polysyllabic words containing above				
Range of Reading	Read sentences made up of words with taught sounds and common exception words (LIT) Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (C&L) To use non-fiction books to develop new	Develop some fluency and expression, pausing at full stops (extra) Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	graphemes Read most words quickly & accurately without overt sounding and blending Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books
Familiarity with Texts	Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT) To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT) To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT) recognise and join in with predictable phrases Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide range of books	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide range of books	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identify and discuss themes and conventions in and across a wide range of writing	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identify and discuss themes and conventions in and across a wide range of writing	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identify and discuss themes and conventions in and across a wide range of writing
Poetry and performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others (C&L) learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

The state of the control of the cont								
Interest control of the control of t			·	discuss their understanding and explain the	discuss their understanding and explain the	discuss their understanding and explore the	discuss their understanding and explore the	discuss their understanding and explore the
Understanding of the control of the			Daniel and the state of the sta	meaning of words in context	meaning of words in context	meaning of words in context	meaning of words in context	meaning of words in context
## Authorizin interest ## Aut		-		Ask questions to improve their understanding of	Ask questions to improve their understanding of	Ask questions to improve their understanding	Ask questions to improve their understanding	Ack questions to improve their understanding
Medical data department of the control of the contr		key events. (LIT)	,	1	, ,	Ask questions to improve their understanding	Ask questions to improve their understanding	Ask duestions to imbroke their anderstanding
Designation and processes of the control of the con		Talk about elements of a topic using newly	provided by the teatmer	a text	a text	Summarise the main ideas drawn from more	Summarise the main ideas drawn from more	Summarise the main ideas drawn from more
Decisioning and Processing and Processing Control (1997) and of the co		introduced vocabulary and extending sentences	Make links between a current book and those	Identify main ideas drawn from more than one	Identify main ideas drawn from more than one	than one paragraph, identifying key details to	than one paragraph, identifying key details to	than one paragraph, identifying key details to
Constrained by Constrained Constitution of Constrained			already read	paragraph and summarise these	paragraph and summarise these	support the main ideas	support the main ideas	support the main ideas
December of the control of the contr	Unadameter address	explanation and detail. (LIT)	Charly that the toyt makes souse to them as they	Identify marals and massages in a story	Identify marals and massages in a story			
Control of the contro	_		-	identity morals and messages in a story	identity morals and messages in a story			
Security and the state of the contraction of the co	Questioning and	Draw on what they already know or on	Teda and correct massarate resums					
The consequence of the control of th	Retrieval	background information and						
The first first first search of the control from the later for the control from the control		vocabulary provided by the teacher						
The first first first service and the first		Re encouraged to link what they read or hear						
Coult find from contract section of contract s								
Authorial Intent Authorial In								
Consequence of the continues of the cont		·						
Descriptions of the control of the c		read and correct inaccurate reading						
Descriptions of the control of the c		Answer simple retrieval questions about a text						
For gen improvement, many ordinary and a black short year and a constant of the province of th		· · · · · ·						
Inference Decision projections of the Section of			Make inferences on the basis of	Draw inferences such as inferring characters'	Draw inferences such as inferring characters'	Draw inferences such as inferring characters'	Draw inferences such as inferring characters'	Draw inferences such as inferring characters'
Authorial Intent Decay to the specification of the state of final to large and the state of t		poetry; making suggestions for actions and	what is being said and done					
Authorial intest Author		events		actions	actions	actions, and justify inferences with evidence	actions, and justify inferences with evidence	actions, and justify inferences with evidence
Metal Protection of the control of t	Inference	Discuss the significance of the title	Answer and ask questions	Justify inferences with evidence	Justify inferences with evidence			
Water formation for the long of minds in long or common the long of minds where might beginn from dataly stated and mind for special and minds and advances the reason control. For the long of minds and minds of the long of minds and minds and advances the reason control. For the long of minds and minds	illerence	-						
Prediction To de security or experiment or commence. Predict what might page on the based states and prediction will be set on the set of the		3						
Prediction Prediction Predict what regist begree from death, stated and regist begree from death and regist begree from death, stated and regist begree from death and regist begree from death and regist begree from death stated and regist begree from death and regist begree from death stated and register begree from death stated and register begree from death stated and register begree from death stated		· ·						
Authorial intent Authorial intention			Donalist wheel anishts have a so the basis of wheel	Donalist colort arisht have a conferent details at the	Donalist what anishts have a fire and stall attached	Donalist what winds have on financial state of	Donalist what wishes have a force datable stated	Donadistantista missta bergan afterna detaile etekad
Prediction Prediction Authorial intent Authorial intention Authorial		, , , , , , , , , , , , , , , , , , , ,	- · · · · · · · · · · · · · · · · · · ·	- · · · · · · · · · · · · · · · · · · ·		•		
Authorial intent Authorial intention Authorial in			nus seen read so rai	and implied	and implied	und implica	una implica	una implica
Authorial intent Intelligence participated in the control of t	Prediction							
Authorial intent Intelligence participated in the control of t								
Discussions and promote that capture that ca								
Authorial intent Authorial intent The distance of the presentation contribute to meaning dependence to the contribution to meaning the contribution to meaning dependence to the contribution to mean distinct the contribution to mean dependence to the contribution to meaning and that the contribution to meaning and that they have a dependence to the contribution to mean dependence and the meaning of what domestic the purpose to general dependence and the meaning of what domestic the purpose to general contribution to meaning and that the purpose to general		nas been read so far		+	Discuss words and phrases that capture the	Discuss words and phrases that capture the	Identify how language structure and	Identify how language structure and
Authorial intent Authorial intention Authorial								
presentation contribute to meaning presentation contributes to meaning presentation from non-fiction tests. Non-fiction tests Non-fiction tests Discussing This part and present appreciation. Non-fiction tests of the and operation and present information from non-fiction tests. Philipped in the case and present information from non-fiction tests. Philipped in the case and present information from non-fiction tests. Philipped in the case and present information from non-fiction tests. Philipped in the case and present information from non-fiction tests. Philipped in the case and present information from non-fiction tests. Philipped in the case and present information from non-fiction tests. Philipped in the case and prese							1	l ·
I fall about our request with generation to reach such generation to record with generation to reach the frequence and consider the special of the resource of of t	Authorial intent							
Talk about and respond with questions to non-fiction books: resulting upone facts with functionage guidential manufacturing of personage and record information from non-fiction books: resulting upone facts with functionage guidential manufacturing of personage and articipating. Non-fiction Non-fiction					presentation contribute to meaning	presentation contribute to meaning	0 0 7	,
Fairbook and respond with outstands to non-fiction books that are functurard in different ways: Non-fiction								
increasing explanations and vocabulary in represent a questions. Non-fiction Non-		Talk about and respond with questions to non-	Be introduced to non-fiction books that are	Retrieve and record information from non-	Retrieve and record information from non-	Distinguish between statements of	•	'
Recommend books that they have road on the say when contribution from fiction exists. Participate in discussion about books, building on their own and determined sound in they have road to them and sound they want of them and postery. The contribution of the say were contributed by what actions, repleased and events. Participate in discussion about books that they have road to them and those they can exist they have road to them and postery. The contribution of the say were contributed by the contribution of the say when the contribution of the say when the contribution of the say of the contribution of the say. Participate in discussion about books, poems & other contribution of the say when the contribution of the say beginned and some the contribution of the say. Participate in discussion about books that they have road to their say when the contribution of the say when the contribution is the say when the say when the contribution is t		fiction books; recalling some facts with	structured in different ways	fiction texts	fiction texts	fact and opinion	opinion	opinion
Non-fiction Know and explain some differences between fiction and non-fiction books. Liston to and discusses wither range of non-fiction tests Talk about and respond to states, hymes and possess, and present a level by the present and present the presentation and very recalling, expending and anticipating lay events sum as and same in the presentation and very recalling, expending and anticipating lay events sum as a state of the manufacturing on their own and others indicated the latest of the manufacturing on their own and others indicated the latest of the manufacturing on their own and others indicated the latest of the manufacturing on their own and others indicated the latest of the manufacturing on their own and others indicated the latest of the manufacturing on their own and others indicated the latest of the manufacturing of what they have read, including through formal presentations and discuss their understanding of what they have read to their own and others indicated the latest of the manufacturing of what they have read including through tornal presentations and discuss their understanding of what they have read inclu						Patriova record and present information from	Patriova record and present information from	Patriova record and present information from
Non-fiction Non-fiction Non-fiction Non-minute From and explain some affirences between first at which they can read for command to control to stories (frymes and single-principate). This about an despond to stories (frymes and songs) with actions, relevant comments, questions. This about an despond to stories, frymes and songs) with actions, relevant comments, questions. This about an despond to stories, frymes and songs) with actions, relevant comments, questions. This about an despond to stories, frymes and poetry, recalling, sequencing and anticipating to their own words. The principate in discussion about books, poems & they can be active to the risk those and the control of them on the control of the c		response to questions.						
fiction and non-fiction books. Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently acceptable and respond to stories (hymes and song) with actions, relevant comments, questions, questions, questions, questions, acceptable part of the person and protein security and the person and other material, both those that they listen to and those that they read for themselves. Participate in discussion about book books that are read to them and those that they have read to their person and gloring reasons for their choices. Participate in discussion about book books that are read to them and those that they have read to their person and gloring reasons for their choices. Participate in discussions about books, building on their own and other life same and those that they have read to their person and gloring reasons for their choices. Participate in discussions about books, building on their own and other life same and those that they have read to their person and gloring reasons for their choices. Participate in discussions about books, building on their own and other life same and those that they have read to their person and gloring reasons for their choices. Participate in discussions about books, building on their own and other life same and those that they have read to their persons and gloring reasons for their choices. Participate in discussions about books, building on their own and other life same and those that they have read for their discussions about books, building on their own and other life same and those that they have read for their discussions about books, building on their own and other life same and those that they have read for their discussions about books, building on their own and other life same and those that they have read for their discussions about books building on their own and discussions about books bui	Non-fiction	Know and explain some differences between				I I I I I I I I I I I I I I I I I I I	non neuen texte	non neden texts
at a level beyond that at which they on read independently Talk about and respond to stories (frithmes and songs) with actions, relegant comments, questions. Talk about and respond the stories and poetry, recalling, sequencing and anticipating every some as exact repetition and some in their own words. Discussing Discussing Talk about and respond with questions. Talk about and respond the time for which they have read to them and those they can read for themselves by taking turns and listening to what chins, relegant to themselves by taking turns and intending of books, peems and other indexes say Discussing Talk about and respond twith questions to non-fiction books; recalling some facts with increasing epidemation and vocabluary in response to tapetition. Participate in discussion about books but they have read to them and those they can read for themselves by taking turns and listening to what others say Participate in discussions about books, building on their own and others' ideas and challenging wiews courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views	Non-necion							
at a level beyond that at which they on read independently Talk about and respond to stories (fritness and some) where some and observed to them shows that are read to them and those they can read for themselves by taking turns and istening to what contents any executions. Talk about and respond to stories, frymes and poetry, recalling, sequencing and anticipating every received to interpret stories, frymes and poetry, recalling, sequencing and anticipating to what churs, relegate in discussion about books by taking turns and istening to what they have read to their are read to them and those they can read for themselves by taking turns and istening to what others say Discussing Discussing Talk about and respond to stories (fritness and poetry, recalling, sequencing and anticipating to what contents and the poetry recalling sequencing and anticipating on their own and others' ideas and challenging on								
Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Talk about and respond to stories, rhymes and song is with close, relevant comments, questions. Talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key vents some a seast repetition and some in their own words. Discussing Discussing Talk about and respond to stories, rhymes and poetry, recalling sequentian and discuss their understanding of themselves by taking turns and listening to what others say Explain and discuss their understanding of what they listen to and those that they listen to them and those they can read for themselves by taking turns and listening to what they have read, including through formal presentations and debates. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Frovide reasoned justifications for their views they can call the place of the		_						
Talk about and respond to stories (rhymes and song) with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as sorter, rhymes and poetry; resolating suggestions for actions and events. Talk about and respond to stories, rhymes and poetry; recalling sequencing and anticipating key events some as sorter, rhymes and poetry; resolating suggestions for actions and events. Talk about and respond to stories, rhymes and poetry; recalling sequencing and anticipating key events some as sorter, rhymes and poetry; resolating suggestions for actions and events. Talk about and respond to stories, rhymes and poetry; recalling some facts with increasing of books, poems and other material, both those that they listen to and those that they listen to anoth to see that they read for themselves by taking turns and listening to what others say Discussing Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as sevent, rhymes and poetry; resolating in the poetry of their own and tother ideas and challenging views courteously Talk about and respond to stories, rhymes and poetry are some of poetry of their own and tother ideas and challenging views courteously Talk about and respond to stories, rhymes and poetry are some of poetry of their own and there is not an other ideas and challenging views courteously Talk about and respond to stories, rhymes and poetry are some of poetry of their own and there is not an other ideas and challenging views courteously Talk about and respond to stories, rhymes and poetry are some of poetry of their own and sevents. Talk about and respond to stories, rhymes and poetry are some of poetry of their own and sevents. Talk about and respond to stories, rhymes and poetry are some of poetry of their own and sevents. Talk about and respond to stories, physical and discuss their undects and the length of themselves by taking turns and listening t								
other works that are read to them and those they can read for themselves by taking turns and listening to what others say Talk about and respond to stories, frymes and poetry, recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry, making suggestions for actions and events. Talk about and respond to stories, frymes and poetry, recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry, making suggestions for actions and events. Talk about and respond to stories, shymes and poetry, realing, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry, making suggestions for actions and events. Talk about and respond with questions to nonfiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views			Participate in discussion about hooks noems &	Participate in discussion about both books that	Participate in discussion about both books that	Recommend books that they have read to their	Recommend books that they have read to their	Recommend books that they have read to their
they can read for themselves by taking turns and listening to what others say Talk about and respond to stories, rhymes and poperty, recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry, making suggestions for actions and events. Discussing Discussing Talk about and respond with questions to themselves by taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they read for themselves Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Provide reasoned justifications for their views Provide reasoned justifications for their views Explain they can read for themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say themselves by taking turns and listening to what others say t				1	1 '			· ·
Talk about and respond to stories, rhymes and petry; recalling, sequencing and articipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and petry; making suggestions for actions and events. Talk about and respond to stories, rhymes and petry; recalling, sequencing and articipating key events some as exact repetition and discuss their understanding of books, poems and other material, both those that they read for their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond to stories, rhymes and poetry; testing and discuss their understanding of what they have read, including through formal presentations and debates Talk about and respond with questions to non-fiction books; peelling some facts with increasing explanation and vocabulary in response to questions. Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Provide reasoned justifications for their views Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justific			they can read for themselves by taking turns and	themselves by taking turns and listening to what	themselves by taking turns and listening to what	reasons for their choices	reasons for their choices	reasons for their choices
Explain and discuss their understanding of what they never some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Discussing Discussion Discu			listening to what others say	others say	others say	Destinients in discounting about health building	Destricts to discussion observations building	Double in the discounting of the sale of t
key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Discussing Discussing Talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions. Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views			Explain and discuss their understanding of					
their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to non-fiction books; recalling explanation and vocabulary in response to questions. Participate in discussion about what is read to them by taking turns and listening to what others say Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views							_ = =	
Begin to interpret stories, rhymes and poetry; making suggestions for actions and ebeates Discussing Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Provide reasoned justif			that they listen to and those that they read for					·
Discussing Talk about and response to questions. Provide reasoned justifications for their views fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is			themselves				I	-
Discussing Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is		Begin to interpret stories, rhymes and poetry;						
Farticipate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is		making suggestions for actions and events.				presentations and debates	presentations and debates	presentations and debates
fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is	Discussing	Talk about and respond with questions to non-				Provide reasoned justifications for their views	Provide reasoned justifications for their views	Provide reasoned justifications for their views
increasing explanation and vocabulary in response to questions. Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is		· · · · ·						
Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is		_						
them by taking turns and listening to what others say Explain clearly their understanding of what is								
them by taking turns and listening to what others say Explain clearly their understanding of what is								
them by taking turns and listening to what others say Explain clearly their understanding of what is		Particinate in discussion about what is read to						
others say Explain clearly their understanding of what is								
		Evoluin clearly their understanding of what in						
		read to them.						