

Reading Progression Map = Responding to the Text



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RESPONDING TO THE TEXT	<p>Listening, Attention and Understanding ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction and non-fiction and poetry that is beyond which they can read independently. • Link what they have read or had read to them with their own experiences. • Is becoming familiar with key stories, fairy tale, retelling them and considering their particular characteristics. • Participates in discussions about what is being read to them, taking turns and listening to what others say. • Discusses the significance of titles and events. • Recognises and takes part in predictable phrases. 	<ul style="list-style-type: none"> • Takes pleasure in reading and is motivated to read a variety of texts. • Retells stories, fairy tales and traditional tales they have been read. • Discusses the sequence of events in books. • Recognises simple recurring literary language in stories and poetry. • Asks and answers questions about a text. • Takes part in discussions about texts. • Explains and discusses their understanding. • <i>Makes links between texts they have read. (GDS)</i> 	<ul style="list-style-type: none"> • Asks questions to improve their understanding • Has a positive attitude to reading. • Retells main events. • Understands simple themes. • Takes part in group discussions. • Takes turns in discussions and builds on other's ideas. 		<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes • Increasing 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 • Recommending books that they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books 	