

Reading – Reading Comprehension Discussion and Reasoning

| Year Group | Key Skills |
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| Nursery | <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>Engage in extended conversations about stories, learning new vocabulary.</p> |
| Reception | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |
| Y1 | <p>Provide reasons for their views by:</p> <ul style="list-style-type: none"> • justifying (with support), their views about texts they have had read to them and others that they read for themselves e.g. 'Puffin Peter looked and looked everywhere for Paul because he really missed him.' • sharing personal preferences regarding named books <p>Participate in a discussion about what is read to them, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> • listening attentively in discussion and beginning to make related comments • taking some account of other speakers' comments, e.g. in paired work • asking questions to find out specific information including 'How' and 'Why' • participating in discussions • following agreed group discussion guidelines • taking turns sometimes • expressing a view/opinion <p>Explain clearly their understanding of what is read to them by:</p> <ul style="list-style-type: none"> • sharing their own views about what has been read to them • explaining their view using the word 'because' |
| Y2 | <p>Provide reasons for their views by:</p> <ul style="list-style-type: none"> • beginning to independently justify their views about texts they have had read to them and others that they read for themselves, beginning to refer back to the text for evidence e.g. 'I think Tom really loves Nana because he chopped up his skis for firewood.' • sharing personal preferences regarding authors and named books <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> • listening attentively in discussion and making related comments • considers alternative viewpoints • continuing to ask questions to find out specific information including 'How' and 'Why' • participating in discussions and speaking audibly to a group • continuing to follow agreed group discussion guidelines • taking turns in group or class conversations • sharing a view/opinion • considering the opinions of others (with support) <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:</p> <ul style="list-style-type: none"> • talking about what they are reading and what has been read to them • sharing personal responses • explaining their view using words such as 'because' and using evidence from the context • explaining to others what they have read or found out |
| Y3 | <p>Begin to provide reasoned justification for their views by:</p> <ul style="list-style-type: none"> • justifying their views about what they have read or have had read to them referring back to the text for evidence e.g. Ethel seems to be very clever but she's not very nice because she's often mean to Mildred when her spells don't work.' • expressing and justifying personal preferences regarding authors/named books/poets/genres <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> • listening and making relevant, related comments • commenting or asking for an explanation • beginning to recognise that opinions may change as a result of listening attentively to others • asking questions for clarification and understanding posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma • participating and speaking audibly in a range of situations • beginning to use evidence to defend points of view • beginning to develop, agree and evaluate rules for effective discussion • continuing to take turns in group or class conversations • beginning to follow up others' points showing whether they agree or disagree in a group or whole-class discussion <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:</p> <ul style="list-style-type: none"> • expressing ideas showing understanding of what has been read • beginning to develop clarity of personal responses • explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion • explaining to others what they have read or found out and beginning to provide a summary of what has been read or found out for own and others' use |
| Y4 | <p>Begin to provide reasoned justification for their views by:</p> <ul style="list-style-type: none"> • beginning to reason by justifying their views about what they have read or have had read to them sometimes referring to more than one place in the text e.g. 'After such a long and dangerous journey, Ivan must have felt so happy at first to see the dance but then so upset that it wasn't real.' • Continuing to express and justify personal preferences regarding authors/named books/poets/genres <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> • Continuing to listen and make relevant, related comments • Continuing to comment or ask for an explanation • understanding that you may sometimes need to change your opinion as a result of listening attentively to others • continuing to ask questions for clarification and understanding posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma • continuing to participate and speak audibly in a range of situations • beginning to make use of discursive techniques such as: defending views with evidence and making use of persuasive language • developing, agreeing and evaluating rules for effective discussion • continuing to take turns in group or class conversations • following up others' points • continuing to show whether they agree or disagree in a group or whole-class discussion • identifying key points following a discussion <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:</p> <ul style="list-style-type: none"> • continuing to express ideas showing understanding of what has been read |

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| | <ul style="list-style-type: none"> developing clarity of personal responses continuing to explain or give reasons for their views or choices, referring to the context and offering evidence to support their opinion beginning to rephrase evidence from the context providing a summary of what has been read or found out for own and others' use explaining to others what they have read or found out and begin to share views with justification |
| Y5 | <p>Provide reasoned justification for their views by:</p> <ul style="list-style-type: none"> forming conclusions based on, or inferred from, evidence within the text e.g. Torak and Renn learn to trust each other and you see them become friends. They started out as sort of enemies because she was in the group when he was captured but their journey showed them they needed each other to survive justifying their opinions, sometimes referring to more than one place in the text e.g. Renn only helps him when they first meet because it could help her clan. Then they find they have to work together to escape the bear. By the end, Torak will risk getting the last bit of the Nanuak to save his friend Renn. Continuing to express and justify personal preferences regarding authors/named books/poets/genres <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:</p> <ul style="list-style-type: none"> sustaining attentive listening, building on others' ideas by agreeing or disagreeing challenging specific points within an argument for greater clarity/detail/accuracy beginning to draw on different points of view when responding asking questions for clarification and understanding and beginning to ask and answer open questions to explore a range of possibilities and justifies responses in relation to the text using tentative language (e.g. could it be?', I wonder whether ..? 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma presenting spoken arguments, making use of some discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language continuing to develop, agree and evaluate rules for effective discussion beginning to act upon feedback to improve the quality of their explanations and contributions to discussions following up and build upon ideas under discussion challenging others' views courteously considering possibilities and arriving at an agreement beginning to summarise main ideas from a discussion <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> expressing ideas showing understanding of what has been read, drawing upon personal responses beginning to communicate ideas with precision and clarity referring to text to support opinions rephrasing evidence from the context beginning to present their understanding of what they have read, sequencing points logically and supporting views with evidence beginning to make use of notes to support taking part in a debate, demonstrating understanding of what they have read |
| Y6 | <p>Provide reasoned justification for their views: by</p> <ul style="list-style-type: none"> forming conclusions based on, or inferred from, evidence within the text e.g. Jan does things that you know are wrong, like telling lies, but there are lots of clues that his life must have been awful when he was younger and he must have had to do bad things to survive. justifying their opinions, referring to more than one place in the text where appropriate e.g. Jan can't get out of his bad habits because he's been living that way for so long. He steals food for the children when they can't get it any other way, but then he carries on when he doesn't need to any longer – like when they're in the American unit and the Captain says, it's become a habit. Continuing to express and justify personal preferences regarding authors/named books/poets/genres <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:</p> <ul style="list-style-type: none"> Continuing to sustain attentive listening, building on others' ideas by agreeing or disagreeing Continuing to challenge specific points within an argument for greater clarity/detail/accuracy drawing on different points of view when responding continuing to ask questions for clarification and understanding and beginning to ask and answer open questions to explore a range of possibilities and justifies responses in relation to the text using tentative language (e.g. could it be?', I wonder whether ..? 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma presenting spoken arguments, making use of a range of discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language continuing to develop, agree and evaluate rules for effective discussion actong upon feedback to improve the quality of their explanations and contributions to discussions continuing to follow up and build upon ideas under discussion continue to challenge others' views courteously independently consider possibilities and arriving at an agreement summarising main ideas from a discussion <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> continuing to express ideas showing understanding of what has been read, drawing upon personal responses communicating ideas with precision and clarity continuing to refer to text to support opinions continuing to rephrase evidence from the context present their understanding of what they have read, sequencing points logically and supporting views with evidence making use of notes to support continue to take part in a debate, demonstrating understanding of what they have read |