Reading Progression - Reviewing and Performing

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Reviewing and Performing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	**Participate in discussion about what is read to them, taking turns and listening to what others say** **Learning to appreciate rhymes and poems, and to recite some by heart** **Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently**	**Listening to, discussing and expressing 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** **Answering and asking questions** **Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear** **Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say** **Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**	**Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** **Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** **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** **Asking questions to improve their understanding of a text**		**Learning 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** **Asking questions to improve their understanding** **Recommending books that they have read to their peers, giving reasons for their choices** **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,**	
National Curriculum Statements - spoken language (linked to reading)	**Ask relevant questions to extend their understanding and knowledge** **Articulate and justify answers, arguments and opinions** **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** **Participate in discussions, presentations, performances, role play/improvisations and debates** **Consider and evaluate different viewpoints, attending to and building on the contributions of others**					
Range of texts/genres	***Age appropriate texts:*** ***Reading for themselves key stories, fairy stories and traditional tales*** ***Listening to a wide range of***	***Age appropriate texts:*** ***Reading for themselves a wider range of stories, fairy stories and traditional tales*** ***Listening to a wide range of***	***Age appropriate texts:*** ***Reading for themselves a wide range of books, including fairy stories, myths and legends*** ***listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks***		***Age appropriate texts:*** ***Reading for themselves 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***	

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	poems, stories and non-fiction at a level beyond that at which they can read independently	***contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently***	***Reading books that are structured in different ways and reading for a range of purposes***		***a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.***	
Discussing and debating	• **Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently),** • **Take turns and listen to what others say**	• **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** • **Participate in discussion about books, poems & other works that they can read for themselves,** • **Take turns and listen to what others say** • **Explain their understanding of books poems and other materials that they have read and which have been read to them**	• **Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them** • **Take turns, listen to what others say** • Discuss specific events, characters or sections of a text • **Discuss words and phrases which captures the readers interest and imagination**	• **Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them** • **Take turns, listen to what others say** and ask follow up questions to contributions made by others • Identify and discuss the purpose of a text and the intended impact on the reader • Identify and discuss the difference between fact and opinion • **Discuss the impact words and phrases which capture the readers interest and imagination**	• **Participate in discussions about books, building on their own and others' ideas** • **Ask questions to clarify others' opinions** • **Explain and discuss their understanding of what they have read** • **Provide reasoned justifications for their views** • Identify and discuss themes and points of view within and across texts	• **Participate in discussions about books, building on their own and others' ideas** • **Challenge views courteously** • **Explain and discuss their understanding of what they have read through formal debates** • **Provide reasoned justifications** and a wider range of evidence to support their views • Comment on the overall impact of a text on the reader
Evaluating and Reviewing	• State whether they like a story or poem	• State whether they like a story and characters within the story • State which text they prefer and give a reason to support their opinion	• Write structured reviews of a text, stating which were their favourite parts and why	• Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements	• **Recommend to their peers orally and in writing books that they have read** • **Give reasons for recommendations** • Write independent reviews of a text	• **Recommend books that they have read to wider audiences e.g. on-line, local library** • Write independent reviews and give reasons for specific recommendations
Presenting and performing	• **Recognise and join in with predictable phrases** • **Recite some poems and rhymes by heart** • **Retell key fairy stories**	• **Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the**	• **Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and**	• **Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation,**	• **Learn a range of poetry by heart** • **Prepare poems and plays to read aloud and to perform, showing**	• **Learn a wider range of poetry by heart** • **Prepare poems and plays to read aloud and to perform, showing**

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	and traditional tales verbally.	**meaning clear** • **Retell a wider range of fairy stories and traditional tales verbally**	**action**	**tone, volume and action**	**understanding through intonation, tone and volume so that the meaning is clear to an audience** • **Explain their understanding by presenting some of their ideas to others**	**understanding through intonation, tone and volume so that the meaning is clear to an audience** • **Explain and discuss their understanding of what they have read through formal presentations**