Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.

I can enjoy and understand a wide range of stories, poems and non-fiction text that I can’t yet read myself by hearing them read and talking about them with others.

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard to his/her own experiences.

I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.

Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.

I can enjoy and understand rhymes and poems, and can recite some by heart.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.

I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.

I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.

I can usually spot if a word has been read wrongly by following the sense of the text.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.

I can talk about the title and events in books I have read or heard read.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.

I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.

I can say what might happen next in a story.

Participate in discussion about what is read to him/her, taking turns and listening to what others say.

I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.

Explain clearly his/her understanding of what is read to him/her.

I can explain clearly my understanding of texts which have been read to me.