



King's Meadow Academy

### KMA PROGRESSION IN READING



King's Meadow Academy

**Date**

September 2020

**Review Date**

July 2021

**Subject Leader**

Liz Armitage

This document aims to give guidance on the progression of reading knowledge, skills and techniques across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). Potential GD pupils should also be encouraged to read more widely (in terms of book types, genres and authors), independently and freely and be expected to make comparisons between the wider range of books that they read. Their increasingly varied reading choices, critical thinking and in-depth evaluation of the texts they read should be evident in their Reading Records and Reading Journals.

In English, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In English, the following approaches will be used, and be evident in pupils' Literacy Books and Reading Journals, in order to ensure that writing opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their writing experiences in school:

#### TEACHING SEQUENCE IN READING

#### Meta-cognition in reading

Reading a text, appropriate in age and content, checking understanding



Analysing texts studied in terms of structure and language



Studying, learning and practising relevant grammatical and vocabulary-based skills



Finding evidence through retrieval questioning



Making sense of the text by predicting, clarifying and infering

**Activating prior knowledge**

The teacher discusses with children the learnt strategies and content in previous reading lessons

**Explicit strategy instruction**

The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan

**Modelling of learned strategy**

Use initial notes to model one part of the strategy

**Memorisation of strategy**

The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions

**Guided practice**

The teacher models one further example with the whole group, with pupils verbally contributing ideas

**Independence practice**

Pupils complete their own task

**Structured reflection**

The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.

## Contents

<b>RETRIEVAL</b>	<b>Page 3– 4</b>
Range of texts and genres	3
Retelling	3
Sequencing	3
Answering find it questions	3
Summarising and taking notes	4
Recasting	4
Skimming and scanning	4
Asking find it questions	4
Note making skills	4
Determining validity and importance	4
<b>INFERENCE</b>	<b>Page 5-6</b>
Range of texts and genres	5
Predicting	5
Cause and effect	6
Identifying evidence to support and justify opinion	6
Drama/ writing in role	6
Asking and answering inference questions	6
<b>TEXT STRUCTURE</b>	<b>Page 7-8</b>
Range of texts/genres	7
Use and function of structural organisers	7
Features of different text types	8
Audience and purpose	8
Supporting meaning	8
<b>VOCABULARY</b>	<b>Page 9-10</b>
Range of texts/genres	9
Identify vocabulary	9
Explain the meanings of words	9
Explain the intended impact of words and phrases on the reader	10
Recognise and explain how language is linked to audience and purpose	10
<b>COMPARE AND CONTRAST</b>	<b>Page 11-12</b>
Range of texts/genres	11
Identify, discuss and record similarities and differences	11
Identify, compare and contrast	12
Making links	12
<b>PERFORMING</b>	<b>Page 13-14</b>
Range of texts/genres	13
Discussing and debating	14
Evaluating and Reviewing	14
Presenting and performing	14

**RETRIEVAL**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National curriculum statements</b>	<b>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (L&amp;A)</b>	<b>Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them</b>	<b>Becoming increasingly familiar with and retelling a wider range stories answering and asking questions Discussing the sequence of events in books and how items of information are related</b>	<b>Increasing their familiarity with a wide range of books and retelling some of these orally Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction</b>	<b>Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Retrieve, record and present information from non-fiction</b>		
<b>Range of texts/genres</b>	Age appropriate texts: Reading for themselves: •key stories •fairy-tale stories •traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves: • key stories • fairy-tale stories • traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: • Reading for themselves: a wider range of stories, fairy-tale stories • traditional tales  Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books: Fairy-tale stories myths and legends  Listening to a 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	Age appropriate texts: Reading for themselves an increasingly wide range of: fiction • Poetry • Plays • non-fiction • reference books /textbooks  Reading books that are structured in different ways and reading for a range of purposes  A wide range of books • Myths, legends and traditional stories, • Modern fiction, fiction from our literary heritage, • Books from other cultures and traditions		
<b>Retelling</b>	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures	Orally retelling a wider range of stories using actions and visual cues from the story	Retell a wide range of stories orally using actions and visual cues	Retell a wide range texts orally which is balanced and clear	See summarising and sequencing boxes	
<b>Sequencing</b>	Sequence pictures for the beginning, middle and end of a story read	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
<b>Answering find it questions</b>	Answer simple questions about characters, setting and key events in a story	Confidently answer simple questions about characters, setting and key events in a story	Answer questions about characters, setting/s and key events Answer find it questions about key information in a non-fiction text	Find and select the word/s in a section of a text to answer find it questions	Find and select words and phrases to answer find it questions from different sections of unknown texts	Find and select words and phrases from across a whole text to answer find it questions	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions

<b>Summarising and note making</b>	Identify and discuss the setting and names of the characters in a story	Identify and discuss the setting and names of the characters in a story	Explain and discuss the key information from what is seen or read (link to sequencing)	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Summarise orally and in writing the main points from several paragraphs	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this additional information from a section of the text to support this	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts
<b>Recasting</b>				Produce an annotated story/visual map to represent a text that has been read	Produce an annotated drawing/diagram to represent/summarise a section of a text (nonfiction) Complete diagrams, tables and charts to summarise information	Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations	Summarise in different ways for different audiences and purposes
<b>Skimming and scanning</b>			Scan text to find given words and phrases	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	Scan different sections of unknown texts (fiction and non-fiction) to find missing information	Scan different texts to find evidence to support answers to questions Speed read or skim the text to gain the gist or main ideas	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography
<b>Asking find it questions</b>			Ask relevant questions about a story or on fiction text	Generate find it questions for a section of fiction and nonfiction	Generate relevant find it questions from different sections of fiction and texts (which are relevant) non-fiction texts	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction	Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read
<b>Note making skills</b>						Retrieve and record information, producing a set of notes to support a presentation	Make notes for presentations to different audiences
<b>Determining validity and importance</b>						Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.	Appraise a text quickly, deciding on its value, quality or usefulness

## INFERENCE

	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National curriculum statements</b>	They demonstrate understanding when talking with others about what they have read	Explain clearly their understanding of what is read to them Predicting what might happen on the basis of what has been read so far Discussing the significance of the title and events, making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Asking questions to improve their understanding of a text	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Distinguish between statements of fact and opinion Provide reasoned justifications for their views		
<b>Range of texts/genres</b>	Age appropriate texts: Reading for themselves: •key stories •fairy stories •traditional tales  Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves: • key stories • fairy stories • traditional tales  Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: • Reading for themselves: a wider range of stories, fairy stories • traditional tales  Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books: fairy stories myths and legends  Listening to a 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	Age appropriate texts: Reading for themselves an increasingly wide range of: fiction • Poetry • Plays • non-fiction • reference books /textbooks  Reading books that are structured in different ways and reading for a range of purposes  A wide range of books • Myths, legends and traditional stories, • Modern fiction, fiction from our literary heritage, Books from other cultures and traditions		
<b>Predicting</b>	Predict whether a book will be story or non-fiction based upon the cover and title  Predict what might happen based on what has been read so far	Predict whether a book will be story or non-fiction based upon the cover and title  Predict what might happen based on what has been read so far	Make predictions prior to reading based upon the title, cover and skim reading of illustrations  Make predictions based upon events in the text so far  Make predictions using experience of reading books based on other familiar texts	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings  Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing  Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion  Categorise predictions as likely/unlikely based upon what has been read so far	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author  Make predictions using evidence stated and implied

				Make predictions based upon background knowledge of the topic	Make predictions drawing upon knowledge from other texts		
<b>Cause and effect</b>			Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters.	Identify the cause of an event  Infer an effect of a specific event or action	Identify the multiple causes of an event  Infer and comment on a range of possible effects of a specific event or action	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond	Infer, comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places
<b>Identifying evidence to support and justify opinion</b>	Make links to personal experiences  Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions Explain clearly what is read to them	Make links to personal experiences  Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions Explain clearly what is read to them	Draw upon personal experiences when commenting on a text  Draw upon knowledge of the topic outside of the book including other similar books  Make simple inferences about character feelings based upon their actions and speech	Justify inferences with evidence  Infer characters' feelings, thoughts and motives	Justify inferences with evidence from within the text and experiences and/or reading beyond the text  Infer characters' feelings, thoughts and motives from their actions at different points in a story	Justify inferences backed by one type of textual evidence from across the text  Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text Identify statements of fact and opinion.	Justify inferences backed by a range of types of evidence from across the text Infer and compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact and opinion using evidence to justify
<b>Drama/ writing in role</b>	Explore characters through roleplay and drama	Explore characters through roleplay and drama	Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques	Explore characters' actions and feelings through role play such as hot seating Create short improvisations in role	Explore characters' actions, feelings and <u>motives</u> through role play such as hot seating Demonstrate appropriate empathy through expression	Explore contrasting characters' feelings, <u>thoughts</u> , actions and motives through role play such as hot seating Create improvisations in role e.g. creating a new or alternative scene	Create improvisations in role e.g. for a different point in time to that in the text Present ideas in role as an expert authority e.g. debate
<b>Asking and answering inference questions</b>			Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed)	Ask and answer inference/ detective relevant questions about a story or nonfiction text which begins to develop character's feelings and actions	Ask and answer inference/ detective relevant questions about a story or nonfiction text which begins to develop character's feelings, actions and motives	Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts In discussion and <u>role</u> ask/answer relevant inferences/ detective questions about characters' feelings, actions, <u>thoughts</u> and motives	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text

## TEXT STRUCTURE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National curriculum statements</b>	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics	Being introduced to nonfiction books that are structured in different ways	Recognising some different forms of poetry Retrieve and record information from non-fiction Identifying how structure, and presentation contribute to meaning Reading books that are structured in different ways and reading for a range of purposes	Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning		
<b>Range of texts/genres</b>	Age appropriate texts: Reading for themselves: • key stories • fairy stories • traditional tales  Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves: • key stories • fairy stories • traditional tales  Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: • Reading for themselves: a wider range of stories, fairy stories • traditional tales  Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books: fairy stories myths and legends  Listening to a 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	Age appropriate texts: Reading for themselves an increasingly wide range of: fiction • Poetry • Plays • non-fiction • reference books /textbooks  Reading books that are structured in different ways and reading for a range of purposes  A wide range of books • Myths, legends and traditional stories, • Modern fiction, fiction from our literary heritage, Books from other cultures and traditions		
<b>Use and function of structural organisers</b>	Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line  Identify the title, blurb and author of a story or non-fiction book  Discuss the significance of the title	Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title	Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	Read fiction and non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: subheadings, diagrams) Use a range of structural organisers (see previous bullet point) to retrieve information from nonfiction texts	Read fiction and non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography) Use a range of structural organisers (see previous bullet point) to retrieve information from nonfiction texts  Identifying how structure and presentation contribute	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure /present the text in particular way or use a particular structural organiser	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/ presentations of fiction and non-fiction

					to meaning (e.g. more independently and on Y4 texts)		
<b>Features of different text types</b>	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and non-fiction Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and non-fiction Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action	Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	Identify, compare and contrast the features of a range of poetry, nonfiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres Explain major differences between text types
<b>Audience and purpose</b>				Begin to read for a range of purposes e.g. research, pleasure, locate specific information Recognise the intended audience and purpose of some non-fiction genres	Read for a range of purposes e.g. research, pleasure, locate specific information	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast
<b>Supporting meaning</b>				Recognise that pictures/ photographs can give as much information as the text Describe how each successive parts of a text builds on the meaning of earlier sections	Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	Use text structure to help summarise the text (linked to AF2) Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot



## VOCABULARY

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National curriculum statements</b>	Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known	Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Recognising simple recurring literary language in stories and poetry	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Using dictionaries to check the meaning of words that they have read Explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
<b>Range of texts/genres</b>	Age appropriate texts: Reading for themselves: <ul style="list-style-type: none"> <li>key stories</li> <li>fairy stories</li> <li>traditional tales</li> </ul> Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves: <ul style="list-style-type: none"> <li>key stories</li> <li>fairy stories</li> <li>traditional tales</li> </ul> Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: <ul style="list-style-type: none"> <li>Reading for themselves: a wider range of stories, fairy stories</li> <li>traditional tales</li> </ul> Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books: fairy stories myths and legends  Listening to a 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		Age appropriate texts: Reading for themselves an increasingly wide range of: fiction <ul style="list-style-type: none"> <li>Poetry</li> <li>Plays</li> <li>non-fiction</li> <li>reference books /textbooks</li> </ul> Reading books that are structured in different ways and reading for a range of purposes  A wide range of books <ul style="list-style-type: none"> <li>Myths, legends and traditional stories,</li> <li>Modern fiction, fiction from our literary heritage,</li> </ul> Books from other cultures and traditions	
<b>Identify vocabulary</b>	Recognise vocabulary associated with different genres provided by the teacher	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus	Identify and generate words with similar and opposite meanings	Identify figurative language devices	Identify words and phrases that create a particular mood, feeling or attitude including figurative language
<b>Explain the meanings of words</b>	Discuss word meanings, linking new meanings to those already known	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help

			morphology and word classes) to identify the meaning of unknown words to help place them into context	Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and origin of words Begin to use dictionaries to check the meaning of words that they have read	Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words Use dictionaries to check the meaning of words that they have read	Ask questions about vocabulary to improve their understanding	clarify their understanding of vocabulary
<b>Explain the intended impact of words and phrases on the reader</b>	Recognise and join in with predictable phrases	Recognise and join in with predictable phrases	Discuss their favourite words and phrases from the text	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices Explain why the author has used a particular word or phrase	Discuss how language contributes to the overall meaning Discuss how authors use figurative language and the impact of these on the reader Compare the impact of different language devices within a text	Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary and language devices Compare the impact of language devices across texts
<b>Recognise and explain how language is linked to audience and purpose</b>	Capture and apply new vocabulary in writing	Capture and apply new vocabulary in writing	Collect and apply new vocabulary in writing	Begin to recognise key vocabulary and language features from different genres and apply to writing.	Recognise key vocabulary and language features from different genres and apply to writing.	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences

## COMPARE AND CONTRAST

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National curriculum statements</b>	They develop their own narratives and explanations by connecting ideas or events (Speaking)	Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related Being introduced to nonfiction books that are structured in different ways	Identifying themes and conventions in a wide range of books Reading books that are structured in different ways and reading for a range of purposes		Making comparisons within and across books Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing themes and conventions in and across a wide range of writing (text types) <i>Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read</i>	
<b>Range of texts/genres</b>	Age appropriate texts: Reading for themselves: <ul style="list-style-type: none"> <li>key stories</li> <li>fairy stories</li> <li>traditional tales</li> </ul> Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves: <ul style="list-style-type: none"> <li>key stories</li> <li>fairy stories</li> <li>traditional tales</li> </ul> Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: <ul style="list-style-type: none"> <li>Reading for themselves: a wider range of stories, fairy stories</li> <li>traditional tales</li> </ul> Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books: fairy stories myths and legends  Listening to a 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		Age appropriate texts: Reading for themselves an increasingly wide range of: fiction <ul style="list-style-type: none"> <li>Poetry</li> <li>Plays</li> <li>non-fiction</li> <li>reference books /textbooks</li> </ul> Reading books that are structured in different ways and reading for a range of purposes  A wide range of books <ul style="list-style-type: none"> <li>Myths, legends and traditional stories,</li> <li>Modern fiction, fiction from our literary heritage,</li> </ul> Books from other cultures and traditions	
<b>Identify, discuss and record similarities and differences</b>	Understand the difference between fiction and non-fiction	Understand the difference between fiction and non-fiction	Read non-fiction books which are structured in different ways Identify and describe some differences between fiction and nonfiction books Compare and contrast two or more versions of the same story e.g. two versions of the same story	Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	Compare and contrast character development in a play to characterisation in stories or narrative poetry Compare and contrast information from different sources about the same topic, identifying similarities in content and structure Compare and contrast the themes, settings, and plots of stories	Identify, compare and contrast the features of a range of different forms of <ul style="list-style-type: none"> <li>Poetry</li> <li>Non-fiction</li> <li>Fiction</li> </ul> Compare and contrast purpose and viewpoint and evaluate the usefulness of each source Begin to compare and contrast authors' styles	Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoint.

<b>Identify, compare and contrast</b>	Begin to identify similar and repeated language which occurs in more than one story e.g once upon a time	Begin to identify similar and repeated language which occurs in more than one story e.g once upon a time	Compare and contrast language within a type of story read e.g. traditional tales – once upon a time	Compare and contrast language within a type of story read e.g. fairy tales and plays	Compare and contrast language across different types of stories read e.g. fairy tales, myths and	Compare the language of poetry, prose and nonfiction for the same theme or information	Compare and contrast different language within and across books
<b>Making links</b>	Link reading to personal experiences	Link reading to personal experiences	Discuss the sequence of events in stories Discuss how items of information are related in a book Make links between current and prior reading	Identify and compare themes of fictional stories	Identify and compare themes in a wider range of fiction and nonfiction	Compare how a common theme is presented in a range of texts	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories Explain the relationship between characters, plot, setting, point of view and theme

## Reviewing and Performing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National curriculum statements</b>	They represent their own ideas, thoughts and feelings through role play and stories. Being Imaginative	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 nonfiction 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,	
<b>National Curriculum Statements - spoken language (linked to reading)</b>	They develop their own narratives and explanations by connecting ideas or events (speaking)	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					
<b>Range of texts/genres</b>	Age appropriate texts: Reading for themselves: <ul style="list-style-type: none"> <li>• key stories</li> <li>• fairy stories</li> <li>• traditional tales</li> </ul> Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves: <ul style="list-style-type: none"> <li>• key stories</li> <li>• fairy stories</li> <li>• traditional tales</li> </ul> Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: <ul style="list-style-type: none"> <li>• Reading for themselves: a wider range of stories, fairy stories</li> <li>• traditional tales</li> </ul> Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books: fairy stories myths and legends  Listening to a 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		Age appropriate texts: Reading for themselves an increasingly wide range of: fiction <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Plays</li> <li>• non-fiction</li> <li>• reference books /textbooks</li> </ul> Reading books that are structured in different ways and reading for a range of purposes A wide range of books <ul style="list-style-type: none"> <li>• Myths, legends and traditional stories,</li> <li>• Modern fiction, fiction from our literary heritage,</li> </ul> Books from other cultures and traditions	

<p><b>Discussing and debating</b></p>	<p>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</p>	<p>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</p>	<p>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 &amp; 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</p>	<p>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</p>	<p>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 opinions Discuss the impact words and phrases which capture the readers interest and imagination</p>	<p>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</p>	<p>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</p>
<p><b>Evaluating and Reviewing</b></p>	<p>State whether they like a story or poem</p>	<p>State whether they like a story or poem</p>	<p>State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion</p>	<p>Write structured reviews of a text, stating which were their favourite parts and why</p>	<p>Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements</p>	<p>Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text</p>	<p>Recommend books that they have read to wider audiences e.g. on-line, local library Write independent reviews and give reasons for specific recommendations</p>
<p><b>Presenting and performing</b></p>	<p>Explore characters from stories when in role Use their imagination to take on a different character/role</p>	<p>Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally.</p>	<p>Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Learn a range of poetry by heart Prepare 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 Explain their understanding by presenting some of their ideas to others</p>	<p>Learn a wider range of poetry by heart Prepare 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 Explain and discuss their understanding of what they have read through formal presentations</p>