



St Anne's Catholic Primary School

READING - whole school progression of skills



Bold statements & grey boxes are key indicators for that year group

Vocabulary

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	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	

Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales</p> <p>Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales</p> <p>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</p>	<p>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends</p> <p>Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>		<p>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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 traditions</p>	
Identify Vocabulary	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	<p>Identify patterns in language, e.g. repetition, rhyme, alliteration.</p> <p>Identify and generate words with similar meanings or linked to a specific focus</p>	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
Explain the meanings of words	Uses talk to organise, sequence & clarify thinking,	Discuss word meanings, linking new meanings to	Discuss and clarify the meanings of new words,	Apply their growing knowledge of root words, prefixes and suffixes to understand	Apply their growing knowledge of root words,	Apply their growing knowledge of grammar,	Apply their growing knowledge of grammar, morphology and etymology to understand

	ideas, feelings & events.	those already known	<p>linking new meanings to known vocabulary</p> <p>Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context</p>	<p>the meaning of new words they meet</p> <p>Explain the meaning of words in given contexts</p> <p>Begin to discuss language to extend their interest in the meaning and origin of words</p> <p>Begin to use dictionaries to check the meaning of words that they have read</p>	<p>prefixes and suffixes to understand the meaning of new words they meet</p> <p>Explain the meaning of words in given contexts</p> <p>Discuss language to extend their interest in the meaning and origin of words</p> <p>Use dictionaries to check the meaning of words that they have read</p>	<p>morphology and etymology to understand the meaning of new words that they meet in context</p> <p>Ask questions about vocab to improve their understanding</p>	<p>the meaning of new words that they meet in context</p> <p>Ask questions about vocab to help clarify their understanding</p>
Explain the intended impact of words and phrases on the reader		Recognise and join in with predictable phrases	Discuss their favourite words and phrases from the text	Discuss words and phrases that capture the readers' interest and imagination	<p>Discuss words and phrases that capture the readers' interest and imagination giving reasons for their choices</p> <p>Explain why the author has</p>	<p>Discuss how language contributes to the overall meaning</p> <p>Discuss how authors use figurative language and the impact of these on the reader</p>	<p>Explain how words and phrases create a particular mood, feeling or attitude</p> <p>Consider the impact on the reader of a range of vocab and language devices</p>

					used a particular word or phrase	Compare the impact of different language devices within a text	Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose	Show awareness of audience in the way they speak (change intonation for younger children)	Capture and apply new vocab in speech and in writing Begin to discuss language choices for set texts	Collect and apply new vocab in speech and in writing Discuss language choices for set texts	Begin to recognise key vocab and language features from different genres and explain choices. Start to show this in writing	Recognise key vocab and language features from different genres and explain choices. Show this in writing	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader	Recognise language and vocabulary features across different text types and between authors and consider impact on reader Suggest and explain how language would need to change for different audiences

Inference

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements	Children demonstrate understanding when talking with others about what they have read	Explain clearly their understanding of what is read to them. Discuss 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	Drawing inference 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	Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views		
Range of texts/genres	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Age appropriate texts: Reading for themselves key stories, fairy stories and 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 and 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, including 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 and reference books or textbooks 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 traditions	
Cause and effect	Talk about what happens when and why these things occur		Begin to describe the effect a character's actions have on other characters	Identify the cause of an event Infer an effect of a specific event of action	Identify the multiple causes of an event Infer and comment on a range of possible effects of a	Infer and comment on the possible causes of possible events and actions Identify which causes are most/least likely based upon evidence in the	Infer, comment on and make links between the cause and effects of events and actions Evaluate the

					specific event or action	text and beyond	impact of difference causes and effects on people and places
Identifying evidence to support and justify opinion	Develop own narrative and explanations by connecting ideas or events	<p>Make links to personal experiences</p> <p>Make inferences about character types based on actions</p> <p>Explain clearly what is read to them</p>	<p>Draw upon personal experiences when commenting on a text</p> <p>Draw upon knowledge of the topic outside of the book including other similar books</p> <p>Make simple inferences about character feelings based upon their actions and speech</p>	<p>Justify inferences with evidence</p> <p>Infer characters' feelings, thoughts and motives</p>	<p>Justify inferences with evidence from the text and experience and/or reading beyond the text</p> <p>Infer characters' feelings, thoughts and motives from their actions at different points in a story</p>	<p>Justify experiences backed by one type of textual evidence from across the text</p> <p>Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text</p> <p>Identify statements of fact and opinion</p>	<p>Justify inferences backed by a range of types of evidence from across the text</p> <p>Infer + compare different characters' thoughts, feelings and motives at the same point in the story</p> <p>Distinguish between statements of fact and opinion using evidence to justify</p>
Asking and answering inference questions	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions		Ask and answer simple relevant inference questions about a story or simple non fiction text (no evidence needed)	Ask and answer simple relevant inference questions about a story or simple non fiction text which begin to develop characters' feelings and actions	Ask and answer simple relevant inference questions about a story or simple non fiction text which begin to develop characters' feelings, actions and motives	<p>Ask and answer simple relevant inference questions about a story or simple non fiction texts</p> <p>In discussion and role ask/answer relevant inferences/detective questions about characters'</p>	Ask find it inference questions which explore the detail of a text or which require comparison across a text

Prediction

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements	Make predictions They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	Discuss the significance of the title and events predicting what might happen on the basis of what has been read so far	Drawing on what they already know or on background information and vocabulary provided by the teacher Predicting what might happen on basis of what has been read so far	Predicting what might happen from details stated and implied		Predicting what might happen from details stated and implied	
Range of texts/genres	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Age appropriate texts: Reading for themselves key stories, fairy stories and 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 and 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, including 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 and reference books or textbooks 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 traditions	
Predicting skills	Listen to stories, accurately anticipating key events and respond to what they hear with	Predict whether a book will be a story or non fiction based on the cover Predict what might happen	Make predictions prior to reading based upon title, cover and skim reading of illustrations	Make predictions prior to reading based upon title, cover and skim reading of illustrations,	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover,	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the	Make predictions about characters, plots, themes of stories based upon knowledge of fiction genres and other books

	relevant comments	based on what has been read so far	<p>Make predictions based upon events in the text so far</p> <p>Make predictions using experience of reading books based on other familiar texts</p>	<p>contents page and headings</p> <p>Make predictions based upon events and actions of character so far in a story</p> <p>Make predictions drawing upon knowledge from other texts</p> <p>Make predictions based upon background</p>	<p>title, knowledge of the author and different genres of writing</p> <p>Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text</p> <p>Make predictions drawing upon knowledge from other texts</p>	<p>text to support opinion</p> <p>Categorise predictions as likely/unlikely based upon what has been read so far</p>	<p>by the same author</p> <p>Make predictions using evidence stated and implied</p>
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Explanation

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements	Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.	<p>Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</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.	asking questions to improve their understanding of a text		<p>Explain how words and phrases create a particular mood, feeling or attitude</p> <p>Consider the impact on the reader of a range of vocabulary and language devices</p> <p>Compare the impact of language devices across texts</p>	
Range of texts/genres	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales</p> <p>Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales</p> <p>Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can</p>	<p>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</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>		<p>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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 traditions</p>	

			read independently				
Explaining skills	Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Explain and discuss the key information from what is seen or read</p> <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.</p>	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Provide increasingly reasoned justification for my views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the</p>	<p>Provide increasingly reasoned justification for my views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the</p>

						<p>impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p>
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Retrieval

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them.	Becoming increasingly familiar with and retelling a wider range stories answering and asking questions	Increasing their familiarity with a wide range of books and retelling some of these orally Retrieve and record information from non-fiction		Asking questions to improve their understanding Retrieve, record and present information from non- fiction	
Range of texts/genres	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Age appropriate texts: Reading for themselves key stories, fairy stories and 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 and 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, including 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 and reference books or textbooks 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 traditions	

Answering Questions	<p>They answer 'how' and 'why' questions about their experiences & in response to stories or events.</p> <p>Follow text to play 'jump in' in phonics - 'Fastest finger' to answer questions in phonics.</p>	Answer simple questions about characters, setting and key events in a story	<p>Answer questions about characters, setting/s and key events</p> <p>Answer find it questions about key information in a non-fiction text</p>	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
Asking 'find it' questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask relevant questions about a story or on-fiction text	Generate find it questions for a section of fiction and non-fiction texts (which are relevant)	Generate relevant find it questions from different sections of fiction and non-fiction texts	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.	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
Skimming and Scanning	Fastest finger' to answer questions in phonics.	Fastest finger' to answer questions in phonics.	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 idea	Appraise a text quickly, deciding on its value, quality or usefulness Appropriately select and apply skimming and scanning skills to a range of other texts across the

						<p>Retrieve and record information, producing a set of notes to support a presentation</p>	<p>curriculum e.g. history and geography</p> <p>Make notes for presentations to different audiences</p>
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Sequence/Summarise

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements	Can sequence pictures from a story or with familiar events	Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them.	Discussing the sequence of events in books and how items of information are related	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	Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas		
Range of texts/genres	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Age appropriate texts: Reading for themselves key stories, fairy stories and 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 and 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, including 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 and reference books or textbooks 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 traditions		

Retelling	<p>Retell a story with actions and / or picture prompts as part of a group</p> <p>Use story language when acting out a narrative</p>	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		
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Text Structure & performing

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics	Being introduced to non-fiction 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	
Range of texts/genres	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read	Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at	Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legend 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 and reference books or textbooks 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 traditions	

		independently	which they can read independently				
Use and function of structural organisers		<p>Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p> <p>Identify the title, blurb and author of a story or non-fiction book</p> <p>Discuss the significance of the title</p>	<p>Read non-fiction texts that are structured in different ways</p> <p>Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams)</p> <p>Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>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)</p> <p>Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts</p> <p>Identifying how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts)</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>Identify structural organisers and make comparisons within and across books</p> <p>Explain why the author has chosen to structure/ present the text in particular way or use a particular structural organiser</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>Identify structural organisers and make comparisons within and across books</p> <p>Discuss the effectiveness of different structures/ presentations of fiction and non-fiction</p>

Features of different text types	<p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>	<p>Recognise some typical characters and settings of fairy stories and traditional tales (book work)</p> <p>Understand the difference between fiction and non- fiction</p> <p>Begin to describe overall structure of a story e.g. being about to answer: "What is the problem in the story?"</p>	<p>Recognise and describe some typical features, similarities and differences between fiction and non- fiction texts</p> <p>Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action</p>	<p>Recognise and name some different forms of poetry</p> <p>Compare and contrast features of stories read e.g. characters, settings, themes</p>	<p>Recognise and describe the typical features of a wider range of forms of poetry</p> <p>Recognise and describe some features of fiction genres</p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza</p>	<p>Identify, compare and contrast the features of a range of poetry, non- fiction and fiction genres</p>	<p>Identify, compare and contrast the features of a range of fiction genres</p> <p>Explain major differences between text types</p>
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Identify, discuss and record similarities and differences	Looks closely at similarities, differences, patterns & change.	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 non-fiction 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	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"> • Poetry • Non-fiction • Fiction 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.
Making links	They develop their own narratives and explanations by connecting ideas or events.	Link reading to personal experiences	Discuss the sequence of events in stories Discuss how items of information are related in a book Make links	Identify and compare themes of fictional stories	Identify and compare themes in a wider range of fiction and non-fiction	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

			between current and prior reading				characters, plot, setting, point of view and theme
Discussing and debating	<p>To look at someone who is speaking to them</p> <p>To take turns to speak when working in a group</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),</p> <p>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</p> <p>Participate in discussion about books, poems & other works that they can read for themselves</p> <p>Take turns and listen to what others say</p> <p>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</p> <p>Take turns, listen to what others say</p> <p>Discuss specific events, characters or sections of a text</p> <p>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</p> <p>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</p> <p>Ask questions to clarify others' opinions</p>	<p>Participate in discussions about books, building on their own and others' ideas</p> <p>Challenge views courteously</p> <p>Provide reasoned justification</p>

Presenting and Performing	<p>Recognise and join in with predictable phrases</p> <p>Recite some poems and rhymes by heart</p> <p>Retell traditional tales and key fairy stories verbally</p>	<p>Recognise and join in with predictable phrases</p> <p>Recite some poems and rhymes by heart</p> <p>Retell traditional tales and key fairy stories verbally</p>	<p>Continue to build a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make meaning clear</p> <p>Retell traditional tales and key fairy stories verbally</p>	<p>Prepare some poems and play scripts to read aloud and to perform, showing understanding through volume and action</p>	<p>Prepare some 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</p> <p>Prepare poems and plays to read aloud and to perform showing understanding through intonation, tone, volume so that the meaning is clear to an audience</p> <p>Explain their understanding by presenting some of their ideas to others</p>	<p>Learn a range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform showing understanding through intonation, tone, volume so that the meaning is clear to an audience</p> <p>Explain and discuss their understanding of what they have read through formal presentations</p>