

Hundred of Hoo Primary Academy

Reading Curriculum Progression

Note: All objectives/skills listed within a year group are to be built upon. In practice this means that objectives and skills from previous years should still be included in the following years lessons and comprehension. They are also to be used in revisit activities and should be expected to be included in pupil comprehension.

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Text Overview

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 1 Unit	Environment, cultures, and experiences may form who we are.	Toys may be used as a tool for self expression and to explore our imagination.	Journeys may lead to more opportunities.	Locality may have an impact on your way of life.	Access to opportunities may effect equality for all	The weather may impact on our daily lives.
Year 1 Text(s)	The Three Little Pigs The deep dark woods	Lost in the toy museum	Journey		Tin Forest	
Year 2 Unit	Individuals and groups make differences to the world and give opportunities to others.	Individuals can take action to address different forms of prejudice.	Innovation and inventors may make the world a better place	All living things go through a process of change	Adaptation leads to survival	Technology may enhance our lives
Year 2 Text(s)	Oliver Twist Tilly and the time machine meets Queen Victoria. The Queen's knickers	Malala and the magic pencil The Smeds and the Smoos Rosa Parks story The proudest blue Can I build another me?	Rosie Denver engineer Iggy Gizmo Leonora Bolt secret inventor	The boy who grew dragons Olivers vegetables Jim and the beanstalk	The Hodgeheg The Lorax The owl who was afraid of the dark The storm whale	The day the screens went blank Flotsam Ada Lovelace: Poet of Science
Year 3 Unit	Civilisations may have changed over time	In an organised community, every member has a role to play.	The interaction of forces causes changes in the motion of objects.	Plants provide vital resources to sustain life.	Light may be used to express ideas and celebrate cultural events	
Year 3 Text(s)	Stone age Boy Ugg My First Drawing	Pharaoh in my baths Marcy and the Spinx Egyptian Cinderella	The Tempest	Expedition diaries - Borneo Rainforest The green ship	The King who banned the Dark The black Rabbit The Lighthouse (Video)	The Iron Man
Year 4 Unit	People's beliefs may influence who they are.	Cultural identity could be expressed through creativity.	The suitability to settle may be determined by people's knowledge of the Earth's geological features.	Technological and scientific progress can be developed to meet the needs of society	Conflict may occur over access to resources	Collecting and analysing data may allow society to implement systemic changes
Year 4 Text(s)	Greek myths	Beast of Olmpus - Beast Keeper	The journal of Illiona Vesuvius Poovius - kes grey/chris mould The Journey	Life electric Escape from Pompeii (not 2023-24)	Rythm of the rain river singers The Great Food Bank Heist	Planet Stan El Deafo
Year 5 Unit	Rituals, traditions and artefacts may provide insights into beliefs	Rivers may influence how humans interact with their local area		Systems may work to produce, process and transport the goods that we use	Animals including humans can use structures, roles and fuctions to organise their societies	Finite resources may be shared equally amongst different communities
Year 5	The Curse of The Maya					

(Texts)						
Year 6 Unit	Trade is an essential part of life and has changed over time	Natural Resources are essential for sustainable living.	Money plays a large part in how war affects everyone.			
Year 6 Text(s)	Freedom	Where the river runs gold	Letters from the Lighthouse	No Ballet Shoes in Syria/ Boy at the back of the class	Mapping South America	Wonder

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pleasure in Reading	<p>Say whether they enjoyed a story or not.</p> <p>Listen to texts the teacher reads to them, talk about texts and listen to other people's reading.</p> <p>Say what they like about a rhyme, poem or story.</p> <p>Join in when they recite poems, rhymes and predictable phrases aloud together. If</p>	<p>Talk about the different kinds of books that they enjoy.</p> <p>Listen to texts the teacher reads to them, talk about them, take turns and listen to other people's reading.</p> <p>Listen to different kinds of poems and talk about which ones they like, giving reasons why.</p> <p>Discuss their favourite words and phrases found within texts.</p> <p>Ask and answer questions about what they read.</p> <p>Confidently join in with recurring literary language in stories and poetry.</p>	<p>Choose different types of text to read. Explain their choices, inc. fairy stories, myths and legends.</p> <p>When they talk about the books they read, they can use details to explain their preferences.</p> <p>Know a few different authors and can talk about them.</p> <p>Give opinions about books read and listen to the opinions of others.</p> <p>Read and compare a few different poems aloud with appropriate volume, sometimes by heart.</p>	<p>Read a wide range of text types. Collect evidence of wide reading via Google Classroom.</p> <p>Inc. myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>When they talk about the books they read, they can use details to explain their preferences.</p> <p>Join in conversation with others to listen to their views and express opinions or to ask questions.</p> <p>Discuss words and phrases which interest me, explaining why; they talk about the effect of words.</p> <p>Join with others to prepare and perform plays or recite poetry, sometimes by heart, developing intonation, tone and action.</p>	<p>Read a wide range of text types. Collect evidence of wide reading via Google Classroom.</p> <p>Inc. myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommend books to other people and can justify their reasoning.</p> <p>During discussions about texts, add to other people's comments and suggest things themselves.</p> <p>Explain why the author chose certain ideas, phrases or words to have an impact on the reader.</p> <p>Recite poems aloud, either on their own or in a group, sometimes by heart.</p>	<p>Read a wide range of text types. Collect evidence of wide reading via Google Classroom.</p> <p>Inc. myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommend books to other people and can justify their reasoning.</p> <p>During discussions about texts, add to and counter other people's comments and suggest things themselves.</p> <p>Join in debate, discussions and presentations about different types of text; they express ideas about vocabulary, style and themes and listen respectfully to others adding comments of their own.</p> <p>Read, prepare and perform a wider range of poetry, sometimes by heart, developing intonation, tone and action.</p>
Word and Punctuation Reading	<p>Read the common exception words: a , do, to, of, is, be, he, me, we, so, by, my</p> <p>Read the common exception words: the, are, was, his, has, you, she, one, ask, put, our</p> <p>Read the common exception words: said, says, were, your, they, here, love, come, some, once, push, pull, full</p> <p>Read the common exception words: today, there, where, friend,</p>	<p>Can identify where the tricky letter combination is in a tricky word: use the tricky words.</p> <p>Read a number of words which are sometimes tricky to read: any, eye, old, who, why</p> <p>Read a number of words which are sometimes tricky to read: bath, both, busy, cold, door, even, fast, find, gold, half, hold, hour, kind, last, many, mind, most</p> <p>Read a number of words which are sometimes tricky to read: move, only, pass, past, path, poor, sure, told, wild, after, again, break, child, class,</p>	<p>When they come across a new word, they automatically segment the sounds and blend them together.</p> <p>Read a number of words which are sometimes tricky to read: arrive, build, busy, early, earth, eight, fruit, group, guard, guide, heard, heart, learn, often, woman, women.</p> <p>Read a number of words which are sometimes tricky to read: actual, answer, appear, caught, centre, , enough, decide, famous, island, length, minute, notice, recent.</p> <p>Read a number of words which are sometimes tricky to read: century, certain, circle,</p>	<p>Use phonic decoding skills to segment and blend new words they come across.</p> <p>Read a number of words which are sometimes tricky to read: bicycle, century, certain, forward, history, imagine, mention, perhaps, promise, reign, special, strange.</p> <p>Read a number of words which are sometimes tricky to read: address, disappear, exercise, extreme, favourite, height, library, medicine natural, naughty, opposite, popular, possess, purpose, quarter, regular, straight,</p> <p>Read a number of words which are sometimes tricky to read:</p>	<p>If they get stuck on a word, they try to use decoding skills to work it out themselves first.</p> <p>Read irregular words: catastrophic, initiate, boisterous, convenient, priviledge, etc</p> <p>Read words which include silent letters: dumb, doubt, island, solemn, numb, gnome, knee, know</p> <p>Read and correctly pronounce words with -tial and -cial: partial, special, initial, confidential, racial, beneficial, official, potential, spacial, artificial.</p> <p>Read and correctly pronounce</p>	<p>Use different reading strategies when they get stuck on a word.</p> <p>Automatically read words which include silent letters: hymn, chemical, gnarled, conscience, chaos, debt.</p> <p>Read a range of words which end in -ible and -able: possible, horrible, terrible, invisible, plausible, tolerable, comfortable, perishable, adorable.</p> <p>Read a wide range of words ending in -ent, -ence, -ency, -ant, -ance, -ancy: patient, dependent,</p>

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>school, house</p> <p>Read words with contractions: E.g. can't, won't, didn't, I'm. Pupils know that an apostrophe represents a missing letter.</p> <p>Read plural words ending in -s, -es: cups, birds, rabbits, chairs, sweets, boxes, foxes, buses, torches, brushes</p> <p>Read comparing adjectives that end in -er, -est: higher, older, louder, lower, fastest, highest, loudest.</p> <p>Read verbs ending in -ing: flying, singing, going, talking, cooking, reading.</p> <p>Read past tense words ending in -ed: jumped, looked, helped, yelled, started, pushed.</p> <p>Read with speed, the correct sound to graphemes for all 40 phonemes including alternatives.</p> <p>Read alien words with both short and long vowel sounds: dalpha, apron, steck, chom.</p> <p>Read alien words with split digraphs: fape, yune, strabe, pede.</p> <p>Read alien words with double consonant split digraphs: phope, whape, drime, trife</p> <p>Read words with different ways of making the same sound: been/bean, see/sea, to/two, flour/flower, plane/plain, tail/tale, hear/here.</p> <p>Read words with different sounds although they have the same letters: book/pool, soup/pouch, snow/owl, bread/beat.</p> <p>Read words with 2 or 3 syllables: football, Saturday, postman,</p>	<p>climb.</p> <p>Read a number of words which are sometimes tricky to read: every, floor, grass, great, money, plant, pretty, prove, should, steak, sugar, water, whole, would.</p> <p>Read a number of words which are sometimes tricky to read: father, clothes, behind, people, parents, improve, because, children, beautiful, everybody, Christmas</p> <p>Read words ending with -ful: playful, careful, wasteful, respectful, beautiful.</p> <p>Read words with -ly: lonely, kindly, happily, noisily, funnily.</p> <p>Read words ending with -ment: enjoyment, excitement, improvement, movement.</p> <p>Read words ending with -ness and -less: happiness, hopeless, helpless, careless, tasteless, kindness, darkness, illness.</p> <p>Use the phonemes they know to sound out and blend sounds in new words.</p> <p>Read words which are spelt differently but sound the same: their/there, sum/some, hair/hare, which/witch, two/to/too, where/wear.</p> <p>Read words which use the same letters but have a different sound: steak/beat, book, moon, then, moth, funny, yellow.</p> <p>Know how to read words with 2 or more syllables: hairbrush, windmill, treetop, shampoo, sandpit.</p>	<p>forward, grammar, history, imagine, natural, mention, perhaps, popular, possess, promise, regular, special, strange, suppose, weight.</p> <p>Read a number of words which are sometimes tricky to read: accident, although, complete, consider, continue, describe, different, February, forwards, increase, position, potatoes, question, remember, sentence, surprise.</p> <p>Confidently read words ending in -ous and -sure: treasure, measure, pleasure, enclosure, leisure, famous, courageous, anxious, serious, nervous, dangerous.</p> <p>Read words with a range of prefixes: supermarket, disagree, anticlockwise, misbehave, reuse, transport</p> <p>Independently use knowledge of root words, prefixes and suffixes to help them read new words.</p> <p>Read words which sound the same but are spelt differently: meat/meet, plain/plane, read/red, bear/bare.</p>	<p>actually, believe, difficult, eighth, grammar, important, interest, knowledge, material, ordinary, occasion, possible, pressure, separate, strength, suppose, though, thought, through,</p> <p>Read a number of words which are sometimes tricky to read: accidentally, breath, breathe, calendar, business, experience, experiment, occasionally, particular, peculiar, possession, probably, therefore, various</p> <p>Quickly recognise and read words ending with -tion, -sion, -ation: eruption, portion, television, decision, mission, passion, location, station.</p> <p>Read words with a range of prefixes: submarine, automatic, repair, transport, semicircle, supernatural.</p> <p>Independently use knowledge of root words, prefixes and suffixes to help them read new words.</p> <p>Read and understand a wide range of homophones: effect/affect, scene/seen, sight/site, weather/weather, male/male.</p>	<p>words with -ent and -ant: innocent, tolerant, independent, intelligent, important, assistant, occupant.</p> <p>Independently segment words into different syllables, using their understanding of prefixes, root words and suffixes to guide them.</p> <p>Read and understand a wide range of homophones: aloud/allowed, cereal/serial, guest/guessed, advice/advise.</p>	<p>confidence, frequency, infant, blatant, tolerance, distance, infancy, vacancy.</p> <p>Read multisyllabic words, using their understanding of prefixes, root words and suffixes to guide them: adorable, transformation, submarine, disagreeable, misplaced.</p> <p>Read and understand a wide range of challenging homophones: aisle/isle, morning/mourning, stationery/stationary</p>

Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	teapot, sandpit					
Word (JC)	<p>I can read rhythmically (or use phrasing) whilst maintaining track of print.</p> <p>I can read accurately, blending sounds in unfamiliar words (GPCs taught).</p> <p>I can read words containing taught GPCs & endings (_s, _es, _ing, _ed, _er, _est).</p> <p>I can locate and point out initial/final sounds in tricky or key words.</p> <p>I can locate tricky words and work on their meanings.</p> <p>I can use pictures and words to clarify meaning.</p> <p>I can notice interesting words and explain how these support my personal ideas/opinions.</p> <p>I can read words containing more than one syllable that contain taught GPCs.</p> <p>I can identify interesting illustrations or words used by an author/illustrator.</p> <p>I can begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense.</p> <p>I can begin to locate and read significant words and give reasons for their importance.</p>	<p>I can read whole books independently.</p> <p>I can accurately read words of two or more syllables that contain learnt graphemes.</p> <p>I can identify apostrophes used to show omissions and can pronounce the contracted forms correctly, e.g. can't, don't.</p> <p>I can read common exception words, noting unusual correspondences.</p>	<p>I can read words containing common suffixes.</p> <p>I can adopt different reading styles according to text types.</p> <p>I can decode words in context, using what I know about word beginnings and endings.</p> <p>I can read aloud with expression, being aware of inverted commas.</p>	<p>I can skim read to gain an overall impression of a text.</p> <p>I can locate information confidently, using ICT resources and skills such as text marking.</p> <p>I can apply knowledge of prefixes and suffixes when reading.</p> <p>I can decode unknown words from roots and spelling patterns.</p> <p>I can read further exception words, noting unusual correspondences.</p>	<p>I can decode unknown words from how they are used in context.</p> <p>I can use grammar clues to make plausible guesses, e.g. It must be a verb as one is needed in this clause.</p> <p>I can skim and scan non-fiction texts to speed up research.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes in context.</p>	<p>I can identify patterns in words used by the author, e.g. root words, prefixes, suffixes, hyphens.</p> <p>I can draw conclusions about grammatical devices used by the writer to contribute to the overall effect.</p> <p>I can provide a detailed explanation (and text references) to show how language and grammar is used to set the tone.</p>
Fluency	Enjoy re-reading books to celebrate improving fluency.	Enjoy re-reading books to celebrate improving fluency. Read lots of words straight away without having to segment the phonemes.	Read most words on each page correctly (9/10). Notice the full stops and question marks as Read, adding relevant expression.	Read most words on each page correctly (9/10), only pausing occasionally to work out a word. Notice the punctuation as read, including commas, adding relevant expression.	Read most words on each page correctly (9/10), only pausing occasionally to work out and test out a word. Experiment with all the punctuation as it is read, adding relevant expression.	Read most words on each page correctly (9/10), only pausing occasionally to work out and test out a word, knowing whether it sounds accurate or not. Experiment with all punctuation as it is read, including using expressive voices for characters.

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Action/ Summarising	<p>I can identify 'action' that would make me feel a certain way.</p> <p>I can find slow and fast action within a story.</p> <p>I can read action scenes with the appropriate pace.</p> <p>I can relate to incidents in a story and imagine how they would make me feel.</p> <p>I can recognise that action is the events in a story and find examples.</p> <p>I can relate story settings and incidents to my own experiences.</p>	<p>I can identify key action and pair it with particular characters.</p> <p>I can generate questions in relation to the action in a story.</p> <p>I can sequence a story and add details to the plot points.</p>	<p>I can describe action-packed parts of a story and assess how exciting they are.</p> <p>I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed description of the setting.</p> <p>I can notice techniques used by authors to speed up action scenes, e.g. short sentences, more verbs, fewer adjectives.</p> <p>I can talk about the passing of time in stories.</p>	<p>I can understand the two types of 'action' in stories - major events and common actions.</p> <p>I can consider the time frames of a story/non-fiction text, e.g. minute by minute, months.</p> <p>I can summarise the overall impact of a story/text on the reader.</p>	<p>I can explain how a major event can push a story on/in a new direction.</p> <p>I can explore the predictable nature of a problem and resolution in a story.</p> <p>I can understand how conjunctions are used to keep the text moving or change the direction, tone, voice or opinion.</p> <p>I can paraphrase sections of a text and comment on their impact on the reader.</p> <p>I can reflect on how dialogue is used to move the action on/generate pace.</p> <p>I can correlate the link between action and conflict within a story.</p>	<p>I can evaluate how an author creates pace/urgency through action parts of a story.</p> <p>I can trace smaller and larger problems within a text and comment on their significance.</p> <p>I can draw conclusions about characters/plot/events that go beyond the words.</p>
Structure	<p>I can identify and distinguish between non-fiction and fiction books.</p> <p>I can understand book conventions/terminology, e.g. front cover, title, page, beginning, end, line, word, blurb.</p> <p>I can comment on the use of visual strategies in some books, e.g. speech bubbles and thought bubbles to build characters.</p>	<p>I can describe how a front cover appeals to a reader.</p> <p>I can understand layout features in non-fiction texts, e.g. subheadings, labels.</p> <p>I can recognise the differences between front covers for non-fiction and stories.</p> <p>I can identify a story's beginning, middle and end.</p> <p>I can tell the difference between headings and subheadings and how they organise writing.</p> <p>I can understand how to use an index to locate information quickly.</p> <p>I can understand the differences between narratives and play scripts.</p>	<p>I can identify a range of layout devices and how they are used for emphasis/clarity.</p> <p>I can identify paragraphs in stories and understand how they signal changes in time, place, topic or person.</p>	<p>I understand how 'cliffhanger' sentences, at the ends of paragraphs/chapters, encourage people to read on.</p> <p>I can understand that layout choices by the author are deliberate, explaining why I believe certain decisions were made.</p> <p>I can suggest layout improvements to enhance a text.</p> <p>I can navigate texts quickly to locate specific information, making effective use of the contents, sections and headings.</p>	<p>I can talk about the structures and features of explanations, recounts and persuasive texts.</p> <p>I can evaluate the effectiveness of layout devices used in non-fiction.</p> <p>I can show understanding of structure and language features in a range of non-fiction texts.</p> <p>I can consider why an author has chosen to introduce a new chapter and how chapter titles can create intrigue.</p>	<p>I can evaluate the success of a layout/themed approaches used by a writer.</p>
Vocabulary Building	<p>Explain what a few new words mean using other words that they know.</p>	<p>Explain what some new words mean using other words that they know.</p>	<p>Explain the meaning of words and phrases in the text using other words they know.</p>	<p>Beginning to independently explore the meaning of new words and can explain two or</p>	<p>Independently use knowledge of root words, prefixes and suffixes to help them</p>	<p>Explore the meaning of words in context explaining three or four strategies that support them in learning the meaning</p>

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			With support, use a dictionary to look up new words, using the 2nd and 3rd letters to help me.	three strategies to do so. Use a dictionary to look up new words, using the 2nd and 3rd letters to help me.	understand new words. Consider → considerable, inconsiderate Use a dictionary to define new words: they know how to use the alphabetical order of letters within the words.	of new words. Confidently use a dictionary to look up new words and can use them in their own sentences.
Author Intent/ Language	<p>I can begin to talk about authors.</p> <p>I can recognise how authors try to engage the reader.</p> <p>I can recognise when an author has decided to make a word or sentence stand out.</p> <p>I can explain why authors might use charts and diagrams.</p> <p>I can identify interesting illustrations or words used by an author/illustrator.</p> <p>I can notice how writers describe different environments.</p> <p>I can notice when a writer includes the sense of smell.</p> <p>I can consider how an author feels about characters and setting.</p> <p>I can notice when a writer includes the sense of smell.</p>	<p>I can find evidence of how a writer appeals to our sense of sight, e.g. eye-catching shapes.</p> <p>I can discuss effective strategies used by the author to attract my attention.</p> <p>I can recognise ways in which authors emphasise language, e.g. CAPITALISATION, bold print.</p> <p>I can find devices used by an author to create a setting/scene.</p> <p>I can explain how authors can reflect a sense of time and place using taste.</p> <p>I can notice how writers emphasise messages, e.g. CAPITALISATION, a sentence on its own, words and illustrations combined.</p> <p>I can identify how words/phrases have been used to create effects, e.g. humour, atmosphere.</p> <p>I can identify verbs, adjectives and adverbs and explain how writers have used them for description/emphasis/imagery.</p> <p>I can identify how particular words/phrases used together create an overall impression.</p>	<p>I can understand that an author is able to have an impact on the reader.</p> <p>I can identify the writer's use of language to create mood/build tension, e.g. There are lots of powerful verbs.</p> <p>I can find evidence of language that enables a reader to visualise scenes in a narrative.</p> <p>I can imagine a scene in a story because of the description used by the author.</p> <p>I can consider the impact of colour and how this is used to attract attention.</p> <p>I can find extracts to evidence how an author uses a theme to unify a story.</p> <p>I can discuss the differing effects that authors have on readers.</p> <p>I can identify expressive and descriptive language and explain the effects.</p> <p>I can evaluate how an author generates empathy for a central character by revealing their inner emotions.</p> <p>I can notice techniques used by authors to speed up action scenes, e.g. short sentences, more verbs, fewer adjectives.</p> <p>I can reflect on different authors and the prevalence of 'smells' in their writing.</p> <p>I can begin to distinguish between fact, fiction, author's</p>	<p>I can identify language used by an author that categorises 'taste' as either sweet, bitter, salty or sour.</p> <p>I can begin to notice that a story's theme can reveal an author's opinion about an issue.</p> <p>I can understand language used by authors to create imaginary worlds.</p> <p>I can identify how repetitive language can be used for effect.</p> <p>I can understand that authors use detailed descriptions to enable readers to build vivid mental pictures.</p> <p>I can understand that layout choices by the author are deliberate, explaining why I believe certain decisions were made.</p> <p>I can identify vocabulary and symbolic features related to text-types.</p> <p>I can notice that non-fiction writers use key words for cohesion.</p> <p>I can identify poetic devices used by the author (e.g. imagery) to create pictures for the reader.</p> <p>I can infer a writer's intent through references to 'smell' at certain points in a story.</p> <p>I can locate onomatopoeic words/phrases and discuss their impact on the reader.</p>	<p>I can correlate described sounds with moods created by an author.</p> <p>I can discuss the impact of powerful sentences that stand out in a text.</p> <p>I can identify emotive language aimed at changing the reader's opinion.</p> <p>I can understand how an author creates atmospheres and moods through language choices.</p> <p>I can find evidence of an author translating his/her opinions through a narrative.</p> <p>I can recognise how authors are able to manipulate reader responses.</p> <p>I can show understanding of structure and language features in a range of non-fiction texts.</p> <p>I can recognise common language devices used in non-fiction/story writing, e.g. hyperbole, quotes, persuasion.</p> <p>I can recognise how literary devices are used by an author to create intrigue and suspense.</p> <p>I can understand that an author can reveal more/less to the reader than the character can see.</p> <p>I can assess the intensity of 'touch' through language used by an author, e.g. My hand stroked her soft shoulder</p>	<p>I can understand that authors write about specific issues to elicit questions from the reader.</p> <p>I can evaluate an author's success in creating a multi-sensory experience, e.g. Do they use the sense of taste to maximum effect?</p> <p>I can consider the techniques an author deploys to help us imagine situations.</p> <p>I can explore how a writer's theme or purpose is presented across a text.</p> <p>I can evaluate how an author creates pace/urgency through action parts of a story.</p> <p>I can explain in detail, using multiple examples, how a writer creates particular effects on readers.</p> <p>I can identify patterns in words used by the author, e.g. root words, prefixes, suffixes, hyphens.</p> <p>I can explain in detail how language is used at different points in a text.</p> <p>I can explain a writer's point of view, providing clear examples from across a text.</p> <p>I can explain what an author wants the reader to see and the details that reveal this.</p> <p>I can evaluate if 'smells' are a strong feature of an author's work.</p> <p>I can identify occasions when</p>

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>opinion and personal response.</p> <p>I can explore the most and least effective literary devices used by an author.</p> <p>I can distinguish between simple and complex sentences, as well as short and long sentences, and assess the impact of varying sentence types and lengths.</p>	<p>I can distinguish between fact, fiction, author's opinion and personal response.</p> <p>I can understand that figurative language, e.g. similes, personification, creates images.</p> <p>I can identify complex sentences and how they reveal extra information to the reader.</p>	<p>reassuringly.</p> <p>I can consider why an author has chosen to introduce a new chapter and how chapter titles can create intrigue.</p> <p>I can comment on the relationship that an author builds with the reader and how this is achieved.</p> <p>I can explain, using evidence, how an author has clearly expressed a point of view.</p> <p>I can find examples of symbols & motifs used by an author to reinforce a theme, e.g. moon shadows vs fragile candle to reveal good over evil.</p> <p>I can explore an author's impact on readers of different ages, genders and backgrounds.</p> <p>I can talk about how and why language affects the reader.</p> <p>I can discuss the ways in which authors can manipulate our responses as readers.</p>	<p>an author alters the reader's insight into a character's mind.</p> <p>I can explore in detail the potential interpretations of an author and his/her opinions.</p> <p>I can identify when an author builds an increasing sense that something is problematic.</p> <p>I can comment on how language choices contribute to a text's overall effectiveness.</p> <p>I can recognise how a writer's point of view can influence a reader's point of view.</p> <p>I can trace all references to a scene/situation and determine how well an author builds up a mental image for the reader.</p> <p>I can recognise how reader empathy is evoked by an author revealing more of a character's inner thinking.</p> <p>I can discuss the effectiveness of a writer's point of view/opinion/perspective on the reader.</p> <p>I can provide contrasting evidence regarding an author's possible intentions.</p>
Comprehension / Understanding	<p>I can talk about the meaning of a story.</p> <p>I can understand how food can be a social event, bringing characters together.</p> <p>I can relate to incidents in a story and imagine how they would make me feel.</p> <p>I can comment on events and ideas in stories, poems and non-fiction.</p> <p>I can locate and read significant parts of a text.</p> <p>I can locate specific information to answer simple</p>	<p>I can locate moments in a story where food creates problems or tension.</p> <p>I can locate specific information that supports my ideas about a theme.</p> <p>I can generate questions before reading and later retrieve specific answers to my questions.</p> <p>I can notice the dominant idea in a story and how characters reflect the theme.</p> <p>I can identify interesting parts of a story/non-fiction text and explain why.</p>	<p>I can consider the part that illustrations/photographs play in reader engagement.</p> <p>I can provide simple explanations about events/information.</p> <p>I can use prior knowledge to draw conclusions from a text.</p> <p>I can locate specific information in a text to find answers to questions.</p> <p>I can provide simple explanations about events/information.</p> <p>I can reflect on the most</p>	<p>I can appreciate that feelings are universal, regardless of the historical/social context of a story.</p> <p>I can notice actual points in a story that reinforce or break relationships.</p> <p>I can explain new facts that I didn't know prior to reading a book.</p> <p>I can evaluate high impact aspects of a story/non-fiction text.</p> <p>I can evaluate different text-types and discuss their effectiveness as examples of</p>	<p>I can notice that a theme will be built up/reinforced by recurring examples, e.g. the tragedy of war.</p> <p>I can select evidence from different points of reference to draw well-informed conclusions.</p> <p>I can give detailed interpretations of information in both stories and non-fiction.</p> <p>I can sustain interest in longer texts, returning after a break and still being able to retain key information.</p> <p>I can explore the predictable</p>	<p>I can comment on the narrow/wide view of a situation the reader has been given.</p> <p>I can discuss how a text's meaning can be altered by the time and place in which it is written and read.</p> <p>I can identify layers of meaning within a text and securely reference evidence to show another standpoint.</p> <p>I can identify smaller references to a theme that work together for a cohesive impact.</p>

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>questions about touch.</p> <p>I can discuss new things I have discovered from reading.</p> <p>I can talk about the big idea in a story.</p> <p>I can respond to a text at many different levels, e.g. how different characters experience the same event.</p> <p>I can make simple deductions.</p> <p>I can begin to locate and read significant words and give reasons for their importance.</p> <p>I can locate specific information that reflects the message of a story.</p> <p>I can talk about the main events/key points in a text.</p> <p>I can make connections between a text and my personal experiences.</p>	<p>I can retrieve information from a text to support a personal argument.</p> <p>I can make simple inferences about thoughts/feelings/reasons for actions.</p> <p>I can locate specific information that reflects the message of a story.</p> <p>I can discriminate between important and less important information.</p> <p>I can identify the usefulness of information retrieved to draw conclusions.</p> <p>I can consider the parts of a text that were more/less effective than others.</p> <p>I can explain the message in a book using information to support my reasons.</p> <p>I can identify that longer texts may have more than one theme.</p>	<p>engaging aspects of a text.</p> <p>I can comment on features in a text using supporting evidence, e.g. A bad character is first revealed by 'a sly grin'.</p> <p>I can make straightforward inferences, based on a single point of reference, e.g. He was upset because it says that he was crying.</p> <p>I can explore underlying ideas and begin to sort and interpret the most important ones.</p> <p>I can identify a subplot in a story and understand that it is lurking beneath the main theme.</p> <p>I can respond to issues raised in a text and locate evidence that reflects the issues.</p> <p>I can recognise the point of view expressed in a text.</p> <p>I can locate relevant texts, and parts of texts, to use for my own research.</p> <p>I can take part in discussions about different texts and consider how they comment on our world.</p> <p>I can make straightforward inferences based on a single point of reference, e.g. He was upset because it says that he was crying.</p> <p>I can determine if a story has a moral message for the reader.</p> <p>I can retrieve examples of 'touch' and know the impact of these on the reader.</p>	<p>the genre.</p> <p>I can draw conclusions about a story using two or more points of reference in the text.</p> <p>I can notice that big messages for readers can change as plots unravel.</p> <p>I can sort facts into most/least significant in both stories and non-fiction.</p> <p>I can identify the central problem of a story and how it is solved.</p> <p>I can talk about the central theme of a text and summarise it, e.g. betrayal of loved ones.</p> <p>I can analyse the effect of certain plot points on the reader.</p> <p>I can comment on the success of texts in provoking particular responses.</p> <p>I can infer meaning from a text, applying my knowledge of the world.</p> <p>I can retrieve examples of the sense of 'taste' and deduce how they create particular effects.</p> <p>I can understand the thread of a whole text.</p> <p>I can understand that themes are often implied and will require supporting evidence from the text.</p> <p>I can relate to a text and how it provides a commentary on our society today.</p>	<p>nature of a problem and resolution in a story.</p> <p>I can recognise the universal idea that stretches through an entire story, e.g. good over evil.</p> <p>I can discuss how a text comments on our society and culture.</p> <p>I can discuss how a story message changes, depending on the historical context of a story.</p> <p>I can recognise that food can be symbolic in a story and that the sense of taste adds an extra dimension.</p> <p>I can appraise a text quickly and effectively using supporting evidence.</p> <p>I can discuss the 'message' of a text and its commonalities with others in the genre.</p>	<p>I can precisely summarise the genre and trace evidence of its execution.</p> <p>I can incorporate text references when discussing any aspects.</p> <p>I can consider possible alternative meanings of a text.</p> <p>I can identify explicit messages compared to implicit messages of a text.</p> <p>I can ask pertinent questions about a text.</p> <p>I can reflect on the use of 'taste' in a narrative and assess its impact.</p> <p>I can consider the benefits of a themed and linked approach across a non-fiction/narrative text.</p> <p>I can explore a text's meaning for different readers.</p> <p>I can identify the main theme in a text, as well as subsidiary themes.</p> <p>I can analyse 'hard-hitting' aspects of a text and explain why they are so powerful.</p> <p>I can explicitly state why a text fits a particular genre.</p> <p>I can consider the validity of a book's message for the reader and for society today.</p> <p>I can develop questions and consider how much an author reveals to help me answer them.</p> <p>I can reflect on the layers of meaning within some texts.</p> <p>I can appreciate the success of a theme and consider how it impacts on the reader's experience.</p> <p>I can synthesise information from various parts of a text to consider its overall</p>

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>effectiveness.</p> <p>I can consider that a text can be interpreted at different levels.</p> <p>I can identify different genre types, using supporting evidence.</p> <p>I can use a wide range of appropriate literary terms when I comment on writers' techniques.</p> <p>I can find a message and evaluate the author's success in communicating it.</p> <p>I can comment on the wider importance of events/ideas in a text.</p>
Comprehension and Retrieval	<p>Recognise when what they have read doesn't make sense and go back and try again.</p> <p>Explain what has happened so far in the story that they are reading.</p> <p>Explain clearly their understanding of the text types read to them.</p> <p>Find some information from non-fiction texts.</p>	<p>When the text doesn't make sense, go back and read it again.</p> <p>Understand the things that happen in a range of stories and can tell the story again, putting events in the right order.</p> <p>Know and can retell several different kinds of stories, using pictures or props to help me.</p> <p>Find answers to questions about the text, by looking for the right information on the page.</p>	<p>Correct their own mistakes as read, without being told to.</p> <p>Explain and discuss their understanding of the text such as the character's key actions and key events.</p> <p>Find and record information.</p> <p>Ask questions to improve understanding.</p>	<p>Check that the text makes sense as they read and correct their own mistakes.</p> <p>Identify the main ideas in more than one paragraph and summarise these.</p> <p>Find and record information details from non-fiction texts.</p> <p>Ask questions to improve understanding.</p>	<p>Check that the text makes sense as they read and correct their own mistakes.</p> <p>Summarise ideas from several paragraphs across the text; they can pick out the main idea or theme, and find key details to back up what they say.</p> <p>Independently retrieve and record information from non-fiction texts.</p> <p>Ask questions to improve understanding.</p>	<p>Check that the text makes sense as they read and correct their own mistakes.</p> <p>Summarise the main points from a chapter/text; they can pick out the main idea or theme, and find key details to back up what they say.</p> <p>Independently locate and record relevant information from non-fiction texts, using techniques such as scanning.</p> <p>Ask questions to improve understanding.</p>
Inference	<p>Relate what is read to their own life (fiction) and things that they know (non fiction).</p> <p>Work out how a character in a story is feeling because of what has been said or done by the characters.</p> <p>Predict what might happen next, using sensible suggestions linked to the story.</p>	<p>Say how items of information are related or structured differently in stories and nonfiction texts.</p> <p>In stories, work out how a character is feeling, even when the text doesn't say so.</p> <p>Make sensible guesses about what might happen next, or about why something has happened based on what was said or done by the characters.</p>	<p>Work out how characters are feeling or what they are thinking, even when the text doesn't say so.</p> <p>Make a sensible guess about what might happen next as I read, based on the text.</p> <p>Begin to more readily spot hidden meanings in stories and other texts.</p>	<p>Discuss or explain what characters think, do or feel, using information in the text.</p> <p>Reasonably predict the next event, based on what they have read so far, both stated and implied.</p> <p>Identify how structure, language and presentation contribute to meaning.</p>	<p>Sometimes separate fact from fiction in texts that they read.</p> <p>Draw inferences regarding the characters' feelings, thoughts and motives based on their actions.</p> <p>Predict what will happen next using evidence from what has happened so far to support predictions.</p> <p>Use detective skills to find challenging inferences hidden in the text e.g. atmosphere or</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Draw inferences regarding characters' feelings, thoughts and motives, justifying this with quotes from the text.</p> <p>Make predictions using quoted evidence from both stated and implied understanding of the text.</p> <p>Describe the atmosphere of a setting or a theme (such as</p>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>motive.</p>	<p>jealousy) emerging from the text, identifying how structure and language contribute to this.</p>
<p>Character/ Dialogue</p>	<p>I can explore good and bad events that have an impact on a character.</p> <p>I can notice when a character has a vivid imagination.</p> <p>I can begin to talk about who helps or hinders a character with their problem.</p> <p>I can notice the punctuation (inverted commas) that signals a character's speech.</p> <p>I can read dialogue using characters' voices.</p> <p>I can compare characters in stories through how they touch objects/others.</p> <p>I can discuss how a character can have different relationships with different characters.</p> <p>I can find key dialogue in a text.</p> <p>I can relate what happens to characters to my personal experiences.</p> <p>I can identify positive and negative relationships in a story.</p> <p>I can find dialogue that would make me feel a certain way.</p> <p>I can distinguish between friends and rivals, using picture clues and words to support my answers.</p> <p>I can draw parallels between emotions in stories and those in my own life.</p> <p>I can compare stories that include foods and explain what they tell us about characters.</p>	<p>I can reflect on how a character's feelings have changed from start to end of a story.</p> <p>I can read dialogue accurately.</p> <p>I can identify key action and pair it with particular characters.</p> <p>I can comment on a character's inner thoughts at different points in a narrative.</p> <p>I can use family and friend vocabulary (father, daughter, step-sister, best friend) to explain relationships in stories.</p> <p>I can give reasons for what might happen because of a character's actions.</p> <p>I can use my understanding of characters, situations and settings to make predictions.</p> <p>I can spot positive and negative emotions in a story.</p> <p>I can read dialogue with expression.</p> <p>I can deduce what a character might be thinking, using both text and pictures.</p> <p>I can categorise relationships and begin to use vocabulary from the text to describe the nature of them.</p> <p>I can consider parallels between story characters' problems and real-life issues.</p> <p>I can notice the dominant idea in a story and how characters reflect the theme.</p> <p>I can compare how one character is similar or</p>	<p>I can pinpoint incidents that directly impact on a character's emotions.</p> <p>I can describe how characters' personalities can be reflected through what/how they touch.</p> <p>I can identify parts of a story where characters disguise their thoughts.</p> <p>I can discuss similarities and differences between relationships that I read about and those I have experienced in my life.</p> <p>I can consider the story problem from different characters' perspectives.</p> <p>I can recognise how the main character relates to others in a story.</p> <p>I can talk about the correlation between story events and how a character feels.</p> <p>I can notice how an author reveals the nature of a relationship through dialogue, actions and description.</p> <p>I can provide advice for a central character.</p> <p>I can infer a character's feelings, justifying my views with reference to the text.</p> <p>I can identify expressive and descriptive language and explain the effects.</p> <p>I can begin to show empathy for a character's dilemma.</p> <p>I can evaluate how an author generates empathy for a central character by revealing their inner emotions.</p>	<p>I can notice the effect of certain dialogue on other characters in a story.</p> <p>I can consider what a story character sees, based on the author's descriptions.</p> <p>I can infer meaning from subtle character actions.</p> <p>I can correlate character actions with their thoughts.</p> <p>I can consider shifts in setting and the impact on characters.</p> <p>I can discuss many alternative solutions to a problem and debate the possible advice that other characters might give.</p> <p>I can discuss characters and explore their motivations.</p> <p>I can collect a range of evidence to reflect on a character's emotional responses to certain situations.</p> <p>I can assess the effectiveness of alternatives to the word 'said'.</p> <p>I can understand that authors use detailed descriptions to enable readers to build vivid mental pictures.</p> <p>I can decide whether the main characters are 'tactile' through key action scenes.</p> <p>I can understand that some characters are secretive about their real thoughts.</p> <p>I can discuss how a relationship evolves from the beginning of a book to the end.</p> <p>I can recognise how</p>	<p>I can explore how certain characters feel at particular times in a story.</p> <p>I can assess if a character's dialogue is authentic and 'in keeping' with their personality.</p> <p>I can discuss how inner thoughts reveal more about a character's motivations.</p> <p>I can notice when a writer challenges stereotypes in a relationship that is being developed.</p> <p>I can explore the consequences of a certain character's decisions in a narrative.</p> <p>I can discuss how authors can build characters who are three dimensional and therefore believable.</p> <p>I can consider the wealth of emotions a character experiences from beginning to end of a story.</p> <p>I can recognise when characters' spoken words do not match their inner thoughts and actions.</p> <p>I can categorise positive and negative types of touch in a narrative.</p> <p>I can identify key events and how they challenge characters and keep readers interested.</p> <p>I can understand that authors provide insight into character 'tastes' to heighten empathy.</p> <p>I can imagine a character in a different scenario and, through textual evidence, explain how they might think.</p>	<p>I can trace the emotional journeys of multiple characters in a text.</p> <p>I can evaluate positive and negative 'touching' between characters and how this influences our perceptions of them.</p> <p>I can explore how time and place affects the events and/or characters.</p> <p>I can discuss the nuances of a relationship and how this makes it unique.</p> <p>I can explore the interplay between different characters and how this impacts on plot.</p> <p>I can recognise written clues to signify when a character's role is changing.</p> <p>I can consider how different characters can have different emotional responses to the same event(s).</p> <p>I can assess characters' perceptions of other characters and consider the physical interactions between them.</p> <p>I can consider how action can be used to reinforce a character's development or to challenge our perceptions.</p> <p>I can identify occasions when an author alters the reader's insight into a character's mind.</p> <p>I can reflect on characters' personalities through the relationships they foster/reject.</p> <p>I can provide clear evidence of a character's motivations,</p>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can consider how an author feels about characters and setting.</p> <p>I can express opinions about characters.</p> <p>I can respond to a text at many different levels, e.g. how different characters experience the same event.</p> <p>I can express opinions about characters.</p>	<p>different to others.</p> <p>I can consider the dominant emotions of certain characters in a story.</p> <p>I can notice when dialogue has pauses/stammers/flaws to show character emotions.</p> <p>I can evaluate the importance of the sense of sight at different points of a story.</p> <p>I can retrieve examples which reveal what a character thinks.</p> <p>I can comment on causes of relationship issues, using ideas that go beyond what is stated in the book, e.g. They weren't good friends because she didn't attend the party.</p> <p>I can identify supportive characters who assist the main character in solving problems.</p> <p>I can talk about the actions of the main characters and justify my views using evidence from the text.</p> <p>I can find examples of 'touch' words or sentences in stories and non-fiction.</p> <p>I can notice touch is a less common device used by writers, identifying missed opportunities where it could have been included.</p>	<p>I can find contracted forms in dialogue and know why writers use them.</p> <p>I can compare different character perspectives on the same situation.</p> <p>I can identify language that reveals a character's thoughts.</p> <p>I can find positive and negative words/phrases that help categorise relationships.</p> <p>I can empathise with the central character's predicament and think about what I would do.</p> <p>I can infer a character's thoughts, justifying my views with reference to the text.</p> <p>I can read aloud with expression, being aware of inverted commas.</p>	<p>characters are presented in different ways, using text references to justify my responses.</p> <p>I can recognise that different characters can represent different messages for readers.</p> <p>I can draw out evidence of dialogue or action that implies a character's feelings.</p> <p>I can discuss how opposing dialogue can create contrast in both narrative and non-fiction writing.</p> <p>I can identify moments in a story when 'touch' references enhance the reader's experience.</p> <p>I can analyse the actions of a character and discuss what they reveal about personality.</p> <p>I can empathise with a central character who does not reveal their true inner thinking.</p> <p>I can identify smaller relationships in a story but still explain their significance.</p> <p>I can reflect on the central character's success in being able to solve a problem.</p> <p>I can make predictions about a character's actions.</p>	<p>I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.</p> <p>I can see how chain reactions are established and understand their impact on a central character.</p> <p>I can discuss the author's effectiveness in developing authentic characters.</p> <p>I can find evidence of 'intensity of feelings', using key words/phrases to support my views.</p> <p>I can reflect on how dialogue is used to move the action on/generate pace.</p> <p>I can understand that an author can reveal more/less to the reader than the character can see.</p> <p>I can identify a turning point in a plot when a character's thoughts are revealed.</p> <p>I can piece together information from different characters, e.g. certain textual clues, dialogue and imagery, to create a whole interpretation.</p> <p>I can consider how the protagonist resolves a problem and the impact this has.</p> <p>I can draw conclusions about how characters' behaviours impact on others.</p> <p>I can explore how authors build reader empathy for certain characters in stories.</p> <p>I can collect a range of textual clues and piece together my own interpretations of character motivations/author intentions.</p>	<p>decisions and actions.</p> <p>I can draw conclusions about characters/plot/events that go beyond the words.</p> <p>I can relate characters' behaviours to their emotional responses and use textual evidence to support my answers.</p> <p>I can reflect on characters' relationships with people and the environment through the sense of touch.</p> <p>I can reflect on how characters' actions can be 'out of character' and how an author reveals this.</p> <p>I can recognise how reader empathy is evoked by an author revealing more of a character's inner thinking.</p> <p>I can demonstrate a high level of understanding of characters through analysing all of their relationships.</p> <p>I can discuss which characters the reader empathises with and how these are deployed to shape the reader's opinions.</p> <p>I can evaluate the effectiveness of a 'dilemma' given to a central character by an author.</p> <p>I can assess whether story characters are believable.</p>

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Setting	<p>I can imagine the sights I would see if I 'jumped into the book'.</p> <p>I can identify words about a setting.</p> <p>I can relate story settings and incidents to my own experiences.</p> <p>I can notice how words and illustrations work together to create settings.</p> <p>I can pair together text and pictures to explain the setting of a story.</p> <p>I can use my understanding of setting and situation to talk about the sense of smell.</p> <p>I can discuss settings and reflect on my own experiences of those environments.</p> <p>I can consider how an author feels about characters and setting.</p> <p>I can notice how writers describe different environments.</p> <p>I can notice when a writer includes the sense of smell.</p> <p>I can locate a 'celebration' in a story and say if the sense of taste is included.</p> <p>I can consider how an author feels about characters and setting.</p> <p>I can talk about items I have touched that feel similar.</p> <p>I can relate the smells in a story to my own experiences.</p> <p>I can relate story settings and incidents to my own experiences.</p> <p>I can point to specific words/phrases that summarise key sounds.</p>	<p>I can locate specific references to smells in a story.</p> <p>I can express opinions about the sounds in a story and those left out.</p> <p>I can discuss typical settings in stories.</p> <p>I can use my understanding of characters, situations and settings to make predictions.</p> <p>I can find devices used by an author to create a setting/scene.</p> <p>I can recognise that 'smells' can evoke particular moods and atmospheres.</p> <p>I can explain how authors can reflect a sense of time and place using taste.</p> <p>I can locate relevant information about noise, noise levels and silence in stories and non-fiction.</p> <p>I can explain in detail where a story is set.</p> <p>I can evaluate the importance of the sense of sight at different points of a story.</p> <p>I can compare and contrast smells in two different environments.</p> <p>I can comment on the effectiveness of 'taste' in a text.</p> <p>I can categorise different sounds according to their environments.</p> <p>I can notice a change in a setting and the impact of this.</p> <p>I can find examples of 'touch' words or sentences in stories and non-fiction.</p>	<p>I can recognise that certain scents become more/less dominant at different stages of a story.</p> <p>I can find a link between 'smell' and 'taste' in stories/non-fiction.</p> <p>I can identify positive sounds in a story, e.g. sizzling sausages for the barbecue.</p> <p>I can summarise the features of a location in a story/text.</p> <p>I can imagine a scene in a story because of the description used by the author.</p> <p>I can identify negative sounds in a story, e.g. The window smashed loudly and the crash echoed down the corridor.</p> <p>I can identify words/phrases/clauses that enrich a setting.</p> <p>I can identify expressive and descriptive language and explain the effects.</p> <p>I can enhance a text by suggesting 'taste' descriptions not included by the writer.</p> <p>I can reflect on ways that a setting adds to a story.</p> <p>I can discuss stories that include many/no references to taste.</p> <p>I can retrieve examples of 'touch' and know the impact of these on the reader.</p>	<p>I can select moments in a story that could be enhanced by 'smell' descriptions.</p> <p>I can explore if 'touch' is more dominant in busy or quiet scenes in a narrative.</p> <p>I can suggest sounds that could be used to further develop a narrative.</p> <p>I can consider shifts in setting and the impact on characters.</p> <p>I can explain how the sense of smell is used to reflect social, historical and cultural traditions.</p> <p>I can explore alternative sounds that could be included in a narrative to achieve differing outcomes.</p> <p>I can analyse the effectiveness of settings to certain parts of stories.</p> <p>I can infer a writer's intent through references to 'smell' at certain points in a story.</p>	<p>I can compare descriptions of similar scenes, e.g. visual descriptions of a forest in two stories, and explore the differences.</p> <p>I can reflect on interesting aspects of a story (when a writer emphasises 'touch') and suggest why they have chosen this sense.</p> <p>I can deduce moods, feelings and attitudes through references to the sense of taste.</p> <p>I can evaluate scent-infused sections of a narrative and discuss their effectiveness.</p> <p>I can correlate described sounds with moods created by an author.</p> <p>I can explore how a setting establishes an atmosphere or mood.</p> <p>I can understand how an author creates atmospheres and moods through language choices.</p> <p>I can assess the effectiveness of the sense of sight for the reader.</p> <p>I can categorise positive and negative smells within a narrative and explain their functions in creating particular atmospheres.</p> <p>I can identify how sounds can create tension and a sense of suspense in a story.</p> <p>I can analyse the importance of a setting to the plot line.</p> <p>I can decide if a 'smell' enriches or detracts from the description of a scene.</p> <p>I can recognise loud and quiet sounds used in a narrative and their effects.</p> <p>I can consider the level of</p>	<p>I can consider how an author uses 'smell' to create moods.</p> <p>I can comment on how sound is used to create moods.</p> <p>I can explore how time and place affects the events and/or characters.</p> <p>I can reflect on the use of 'taste' in a narrative and assess its impact.</p> <p>I can trace different soundscapes in a narrative and their effects.</p> <p>I can analyse how a story is set during a certain era, season or time of day.</p> <p>I can trace all references to a scene/situation and determine how well an author builds up a mental image for the reader.</p> <p>I can trace the impact of the sense of smell on the reader's experience.</p> <p>I can appreciate how food is used as a motif for safety/danger, comfort/discomfort.</p> <p>I can comment on the success of sounds used to create atmospheres and enhance reader engagement.</p> <p>I can analyse if a setting is symbolic, e.g. Does a suburban house represent safety?</p>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					detail provided about the setting, e.g. photographic detail/few suggestive details.	
Themes and Conventions	<p>Know what conventional fairy stories are like.</p> <p>Explain why the title has been chosen.</p> <p>Recognise that non-fiction books are often structured in different ways</p>	<p>Understand that poems can rhyme.</p> <p>Develop an understanding of traditional tales.</p> <p>In non-fiction texts, talk about the information and how it is set out on the page.</p>	<p>Know how non fiction is presented.</p> <p>Identify the main theme that a text is about, both fiction and non-fiction.</p>	<p>Describe the way that non-fiction texts are set out: title, subheadings.</p> <p>Identify the main theme or idea from several paragraphs.</p> <p>Explain the difference between different kinds of poems.</p>	<p>Understand and talk about typical features of different kinds of texts, like formal letters, diaries, news reports or stories.</p> <p>Spot figurative language such as similes in stories and poems. Describe its effect on the reader.</p> <p>Compare different texts, looking for similarities and differences.</p>	<p>Identify the features of the presentation e.g. columns, bullet points and can explain how they help the reader.</p> <p>Talk about the effect of figurative language on the readers using details to explain.</p> <p>Make comparisons between sections within texts and another text.</p>
Comparison	<p>I can compare stories with the same messages.</p> <p>I can compare stories and talk about themes.</p> <p>I can discuss similarities/differences to other books I've read.</p>	<p>I can discuss how and why a story is similar/different to my personal experiences.</p> <p>I can compare stories with different messages.</p>	<p>I can begin to compare and contrast popular themes in stories.</p> <p>I can consider less effective parts of texts and ways they could be improved.</p>	<p>I can begin to use my experience of reading to draw out similarities and differences between books.</p> <p>I can compare two texts and explain the similarities and differences.</p>	<p>I can compare descriptions of similar scenes, e.g. visual descriptions of a forest in two stories, and explore the differences.</p> <p>I can discuss how a text comments on our society and culture.</p>	
Prediction	<p>I can suggest possible solutions to a story problem.</p> <p>I can predict what might happen from illustrations.</p> <p>I can predict what might happen from the text.</p> <p>I can predict sounds that might occur in stories before they happen.</p> <p>I can begin to make predictions based on textual features, e.g. 'Once upon a time', title, captions, blurb.</p> <p>I can predict what might happen from illustrations and text.</p> <p>I can predict a story problem before it occurs, drawing on experience of other stories.</p>	<p>I can judge if a problem was predictable or unexpected.</p> <p>I can use my understanding of characters, situations and settings to make predictions.</p> <p>I can predict what will happen based on what has been read so far.</p> <p>I can predict what might happen next on the basis of more than one clue.</p> <p>I can make predictions about action that might occur in a story.</p> <p>I can make plausible predictions of future events based on what has been read so far.</p>	<p>I can make predictions about non-chronological reports and explanations.</p> <p>I can predict what might happen from a detail/illustration provided.</p> <p>I can predict what might happen from two or more details (including illustrations).</p> <p>I can make plausible predictions from details (including illustrations).</p>	<p>I can predict what might happen from implied details (including illustrations).</p> <p>I can predict what might happen from some implied details (including illustrations).</p> <p>I can make predictions about a character's actions.</p> <p>I can plausibly predict what might happen from details implied and stated (including Illustrations).</p> <p>I can explore alternatives that could have occurred in texts and assess their authenticity.</p>	<p>I can predict what might happen from a detail provided.</p> <p>I can predict what might happen from two or more details.</p> <p>I can make plausible predictions from numerous details provided.</p>	<p>I can predict what might happen from some implied details.</p> <p>I can predict what might happen from some details implied and stated.</p> <p>I can plausibly predict what might happen from details implied and stated.</p>

Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Opinion	<p>I can make choices about the books I like and explain why.</p> <p>I can discuss what I liked/disliked about a text.</p> <p>I can express opinions about characters.</p> <p>I can enjoy books with particular rhythms, repetitions and rhymes.</p> <p>I can express opinions about characters.</p>	<p>I can make choices about what I read, based on prior knowledge and experience.</p> <p>I can draw on my knowledge of authors, and the types of books they write, to inform personal reading choices.</p> <p>I can respond to texts, discussing preferences between them.</p>	<p>I can describe my own reading habits.</p> <p>I can reflect on the most engaging aspects of a text.</p>	<p>I can talk with friends about books in an opinionated and extended way, i.e. four or five sentences orally.</p> <p>I can identify positive and negative aspects of an author's work.</p> <p>I can discuss in detail my personal responses to books that I would/would not recommend.</p>	<p>I can talk about my personal preferences for authors and genres.</p> <p>I can decide on the quality and usefulness of a range of texts.</p>	<p>I can consider writerly advice to help an author improve their work.</p> <p>I can support my critique with multiple references that work towards a clear point.</p>
Non-Fiction	<p>I can identify and distinguish between non-fiction and fiction books.</p> <p>I can use non-fiction books to answer who? what? why? where? & how? questions.</p> <p>I can understand how diagrams and charts work.</p> <p>I can identify the difference between photographs and illustrations in non-fiction.</p> <p>I can comment on events and ideas in stories, poems and non-fiction.</p> <p>I can identify and distinguish between non-fiction and fiction books.</p>	<p>I can use alphabetical order to retrieve information from a text.</p> <p>I can understand layout features in non-fiction texts, e.g. subheadings, labels.</p> <p>I can generate questions before reading and use bibliographic knowledge to retrieve specific information.</p> <p>I can express my opinions about non-fiction texts and explain why they are successful/unsuccessful.</p> <p>I can understand how to use an index to locate information quickly.</p>	<p>I can identify how quotes are used as supporting evidence in a non-fiction text.</p> <p>I can consider the part that illustrations/photographs play in reader engagement.</p> <p>I can find a link between 'smell' and 'taste' in stories/non-fiction.</p> <p>I can find key facts in a non-fiction text.</p> <p>I can recognise why testimonials might be used in persuasive texts.</p> <p>I can consider how non-fiction writers, particularly recipe writers, appeal to our sense of smell, e.g. 'The sharp, citrusy aroma of fresh lemons'...</p> <p>I can differentiate between facts and opinions in a non-fiction text.</p> <p>I can explore why 'sound' descriptions are necessary in certain non-fiction texts, e.g. explanation of how to play the recorder.</p> <p>I can begin to distinguish between fact, fiction, author's opinion and personal response.</p> <p>I can identify what is fact and what is opinion.</p>	<p>I can extract information from a non-fiction text and assess it for relevance to its intended purpose.</p> <p>I can identify why 'taste' is important in particular non-fiction texts.</p> <p>I can sort facts into most/least significant in both stories and non-fiction.</p> <p>I can notice that non-fiction writers use key words for cohesion.</p> <p>I can discuss how opposing dialogue can create contrast in both narrative and non-fiction writing.</p> <p>I can distinguish between fact, fiction, author's opinion and personal response.</p> <p>I can navigate texts quickly to locate specific information, making effective use of the contents, sections and headings.</p>	<p>I can understand how 'opinion' can be stated as fact, particularly in persuasive texts.</p> <p>I can show understanding of structure and language features in a range of non-fiction texts.</p>	

Possible VIPERS Question Stems

<p>Vocabulary</p>	<ul style="list-style-type: none"> • Questions about words' or details' effects • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
<p>Infer</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?
<p>Predict</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops?
<p>Explain</p>	<ul style="list-style-type: none"> • Find another detail which... • Find quotations to match ideas • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
<p>Retrieve</p>	<ul style="list-style-type: none"> • True or false questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
<p>Summarise</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?