St Thomas' Catholic Primary School

English Intent and Progression Map

Intent

We want our students to be able to communicate effectively and confidently, and think critically, through a wide range of reading, writing, speaking and listening opportunities.

Our studies will include narrative, poetry, non-fiction (instructions, recount, report, explanation, persuasion and discussion) and the use of grammar (the teaching of grammar is sentence-led as it is most beneficial when in context). English teaching is done as a coherent whole with using the **REDM** process. **R**eading and investigation, **E**xplicit teaching, **D**iscussion & experimentation, **M**aking controlled writing choices. Sources of inspiration can come from books, film, pictures or audio.

Our pupils are encouraged to read for pleasure and to read widely. We use Letters & Sounds for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. We expect that our pupils will practice reading at home to develop fluency and comprehension skills.

Handwriting is regularly timetabled and also the use of pen licenses for years 5 & 6 brings competition to improve the standard of children's writing. Teachers have high expectations of handwriting and children are acutely aware of this. In terms of spelling the 'No nonsense' spelling pathway is used to ensure children are taught spelling rules and patterns correctly.

Progression in Writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	*Listen to rhymes, poems & stories to internalise narrative patterns.* **Narrative** Introduce: Planning Tool – story map/story mountain Have an understanding of beginning/middle/end in of a story and be able to retell simple 5-part story: **Non-fiction**: Factual writing closely linked to a story Simple factual sentences based around a theme	*Focus on speaking & listening: speak in sentences when orally re-telling.* **Narrative** Introduce: Planning Tools -story map/story mountain/ story hand Plan opening around: character(s); setting; time of day; type of weather Understand the beginning/middle/end to a story <u>Opening</u>: setting, time of day, weather, character <u>Build Up</u>: One day … what did they do <u>Problem/Dilemma</u>: Suddenly; Unfortunately <u>What happened next?</u> <u>Resolution</u>: Fortunately <u>Ending</u>: Finally **Non-fiction**: <u>Planning tools</u>: text map; washing line <u>Heading</u> <u>Introduction</u> Opening factual statement <u>Middle section(s)</u> Simple factual sentences around a theme; bullet points	**Narrative** Secure use of planning tools: story map/story mountain/ story hand Plan opening around: character; setting; time of day & type of weather <u>Opening</u> <u>Build-up</u> <u>Problem / Dilemma</u> <u>What happened next?</u> <u>Resolution</u> <u>Ending</u> **Non-Fiction** <u>Introduction</u>: heading; hook to engage reader; factual statement; definition; opening question <u>Middle section</u>: group related ideas/facts; sub headings for sections; use of lists; bullet points; diagrams <u>Ending</u>: final comment to reader Use of the continuous form of verbs in the present and past tense to mark actions in progress.	**Narrative** Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid Paragraphs to organise ideas into each story part. <u>Opening</u>: detailed description of setting or characters <u>Build-up</u> :build in some suspense towards the problem or dilemma <u>Problem/Dilemma</u>: include detail of actions; dialogue <u>Resolution</u>: should link with the problem <u>Ending</u>: clear ending should link back to the start; show how the character is feeling; how character or situation has changed from the beginning. **Non-Fiction** Paragraphs to organise ideas around a theme. <u>Introduction</u>: Develop hook to introduce and tempt reader in.	**Narrative** Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) <u>Opening</u>: description /action <u>Paragraphs</u>: to organise each part of story; to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Clear distinction between resolution and ending. <u>Ending</u> should include reflection on events or the characters. **Non-Fiction** Paragraphs: to organise ideas around a theme; logical organization. Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams	**Narrative** Secure independent use of planning tools: Story mountain /grids/flow diagrams <u>Opening</u>: description /action/dialogue <u>Paragraphs</u>: vary connectives within paragraphs to build cohesion; use change of place, time and action to link ideas Writing could start at any of the 5 points. May include flashbacks <u>Opening</u>: action; description of character or setting; dialogue <u>Build-up</u>: develop suspense techniques <u>Problem</u>: more than one problem to be resolved <u>Resolution</u>: clear links with dilemma <u>Ending</u>: character reflect on events, changes or lessons, look forward, ask a question. **Non-Fiction** Independent planning across all genres and application	**Narrative** Include suspense, cliff hangers, flashbacks/forwards, time slips Maintain plot consistently working from plan <u>Paragraphs</u>:Secure use of linking ideas within and across paragraphs Secure development of characterisation **Non-fiction**: Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader: comments, questions, observations, rhetorical questions. Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to

		for instructions; labelled diagrams Ending Concluding sentence		Middle Section: topic sentences to introduce paragraphs; flow diagram Ending: Personal response; extra information or reminders Use of the perfect form of verbs to mark relationships of time and cause. Use of present perfect instead of simple past.	Ending: to include personal opinion, response, extra warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion	Secure use of range of layouts suitable to text. Paragraphs: use a variety of ways to open texts and draw reader in & make purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader.	enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion; connections and **elision** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Sentence Construction	Subject does the action, e.g. Max ran. Introduce: Simple sentences and simple connectives: and; who; until; but	Add a prepositional clause to explain where the action is happening. Capital letters and full stops Little Max ran upstairs to his bedroom. Introduce: One day; First; After/after that; because; by next morning; at that moment; suddenly; to his amazement; if; now; soon/as soon as;	Extend sentence using subordination (e.g. when, if, that or because). Little Max ran upstairs to his bedroom because his Mum told him off. Introduce: although; however Statements Questions Exclamations Commands Vary sentence openers.	**Adverb** to describe how the action was performed: Little Max ran angrily upstairs to his bedroom because mum told him off. Angrily, little Max ran upstairs to his bedroom because mum told him off. Use a **powerful verb.** Little Max stormed upstairs to his	Use a fronted adverbial to describe where, when or how the action was performed. Comma after fronted adverbial. As soon as he got the chance, Little Max stormed angrily upstairs to his bedroom because mum told him off. Long sentences to enhance description or information	Rule of three for action. Comma for rule of three. As soon as he got the chance, Little Max stormed angrily upstairs, slammed the door and flew onto his bed, because mum told him off. Relative clauses beginning with who, which, that, where, when, whose or an	Add in an independent clause. Semi-colon for independent clause. As soon as he got the chance, Little Max stormed angrily upstairs, slammed the door and flew onto his bed; mum told him off for causing mischief around the house. Main and subordinate clauses with full range of conjunctions:

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		in the end; happily ever after Introduce: Statements; Questions; Exclamations. Simple Connectives: and; or; but; so; because; so that; then; that; while; when; where Also as openers: While; When; Where; -'ly' openers; Embellished simple sentences using adjectives Complex sentences: Use of 'who' (relative clause) Repetition for rhythm & description	Embellished sentences: adjectives; adverbs Compound sentences (Coordination) using connectives: and; or; but; so Complex sentences: drop in a relative clause - who/which; subordinating conjunctions - what/while/when/where/ because/ then/so that/ if/to/until Long sentences to add description or information. Short sentences for emphasis. Expanded noun phrases List of 3 for description Read own work aloud, checking for sense.	bedroom because mum told him off. Long sentences to add description or information. Short sentences for emphasis and making key points Adverb starters to add detail -'ing' clauses as starters Adverbial phrases used as a 'where', 'when' or 'how' starter Prepositional phrases to place the action: Compound sentences Complex sentences for subordination Drop in a relative clause using: who/whom/which/whose/ Sentence of 3 for description Pattern of 3 for persuasion Topic sentences to introduce non-fiction paragraphs Dialogue –powerful speech verb	Short sentences to move events on quickly Start sentence: a simile; 'ed' clauses; Expanded -'ing' clauses *Begin to use connectives to structure an argument: If; on the other hand;* Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions. Drop in –'ing' clause Sentence of 3 for action Repetition to persuade Dialogue - verb + adverb - Appropriate choice of **pronoun** or **noun** within a sentence to avoid ambiguity and repetition *Identify the **subject** in a sentence & emphasise the importance of making the **subject** & **verb** agree*	omitted relative pronoun. Develop complex sentences with full range of conjunctions: Sentence starters: Expanded –ed clauses; adverbial phrases Drop in –'ed' clause Moving sentence chunks (how, when, where) around for different effects Use of rhetorical questions Stage directions in speech (speech + verb + action) Use of modal verbs *Ambiguity – introduce the term ambiguity when a question is left in the air.*	*explore different order in own writing; discuss effect of changes.* Active and passive verbs to create effect and to affect presentation of information Developed use of rhetorical questions for persuasion. Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the **subjunctive** in some very formal writing and speech)
Word Structure /Language	**Introduce the use of:-** determiners: the/a; my; your; an; this; that; his; her; their; some; all.	Prepositions: inside; outside; towards; across; under; upstairs Determiners: the; a; my; your; an; this; that; his; her; their;	Prepositions: behind; above; along; before; between; after Alliteration Similes using…like…	Prepositions: next to; by the side of; In front of; during; through; throughout; because of	Prepositions: at; underneath; since; towards; beneath; beyond Conditionals: could, should, would	Metaphor Personification Onomatopoeia Empty words Developed use of technical language	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors

	prepositions: up; down; in; into; out; to; onto Nouns Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using 'like'	some; all; lots of; many; more; those; these Adjectives to describe Alliteration Similes using as….as… Precise, clear language to give information Regular plural noun suffixes: –s or –es Suffixes that can be added to verbs How the prefix un– changes the meaning of verbs and adjectives negation, Verbs – action/doing words Spelling of 'er' & 'est'	Two adjectives to describe the noun Adverbs: description; information Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Powerful verbs Boastful Language Specific/technical vocabulary to add detail Nouns formed from prefixes e.g. auto… super…anti… Word Families based on common words Use of determiners a or an according to whether next word begins with a vowel	Comparative and superlative adjectives Proper nouns: Difference between plural and possessive – s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Discuss the idea of formal & informal language. Practise noticing the difference between phrase & clause when sharing a text. Synonym & antonym Build dictionary skills Avoid using a double negative	Converting nouns or adjectives into verbs using suffixes Verb prefixes Modal verbs indicate the degree of possibility Introduce the idea of an active or passive verb Use a dictionary & thesaurus to define words & to collect a variety of words to support writing.	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. said versus reported, alleged, or claimed in formal speech or writing How words are related as synonyms and antonyms e.g. big/ large / little
Punctuation	finger spaces; capital letters (fingers spread wide); full stops (fist)	Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e Speech bubbles & speech marks for direct speech Idirect speech to direct speech. Apostrophes to mark contracted forms in spelling Apostrophes to mark singular possession	Colon before a list Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials	Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause! Apostrophes to mark singular and plural possession as opposed to s to mark a plural Explore other ways to punctuate extra information (a parenthesis), such as a pair of brackets or dashes.	Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

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Progression in Reading	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills for Retrieval							
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 reach independently.	Age appropriate texts. Reading for themselves key 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 books, including fairy stories, myths and legends. 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	Retell a story with actions and/or picture prompts as part of a group. Use story language when acting out a narrative.	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 clues from the story.	Retell a wide range of stories orally using actions and visual clues.	Retell a wide range of texts orally which is clear and balanced.	See summarizing and sequencing boxes below.	
Sequencing	Can sequence pictures from a story or with familiar events.	Sequence pictures for the beginning, middle and end of a story read.	Sequence pictures or texts from a story, explaining reasons for choices.	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices.	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices.	Sequence sections/outlines of unknown texts based upon knowledge of genre features.	Manipulate sections of stories to create and explore more complex narratives, e.g. dual narration, flash back.
Answering 'find it' questions.	Answer 'how' and 'why' questions about their experiences & in response to stories or events.	Answer simple questions about characters, setting and key events in a story.	Answer simple questions about characters, setting and key events in a story. Answer 'find it' questions about key information in a non-fiction text.	Find and select the word/s in a section of 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 form more than one text/source to support answers to 'find it' questions.
Summarising & note making	Can explain the main events of a story. Can draw pictures of characters, events or setting in a story. May include labels, sentences or captions	Identify and discuss the setting and names of the characters in a story.	Explain and discuss the key information from what is seen or read (link to sequencing).	Summarise orally and in writing the main points from a paragraph using a wider range of prompts.	Summarise orally and in writing the main points from several paragraphs or sections of a text.	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this.	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this. Summarise the themes or viewpoints from different texts.
Recasting	Can draw pictures of characters, events or the setting in a story. May include labels.	Produce an annotated story or visual map to represent class text that has been read.	Produce an annotated story or visual map to represent class and own text that has been read.	Produce an annotated story or visual map to represent any text that has been read.	Produce an annotated drawing or diagram to represent or summarise	Summarise in different ways including key information e.g. written summary, key words,	Summarise in different ways for different audiences and purposes.

					a section of the text (non-fiction). Complete diagrams, tables & charts to summarise information.	pictures or diagrams, charts and making notes for presentations.	
Skimming & scanning	'Fastest finger' to answer questions in phonics.		Scan text to find given words and phrases.	Skim and scan to identify & 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.	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography.
Asking 'find it' questions	Listen to stories, accurately anticipating key events and respond to what they have heard with relevant comments, questions and reactions.		Ask relevant questions about a story or non-fiction texts.	Generate 'find it' questions for a section of fiction and non-fiction texts (which are relevant)	Generate relevant 'find it' questions for a section of fiction and non-fiction texts	Ask relevant 'find it' questions which explore the detail of a text or which require comparison across fiction & non-fiction.	Generate find it questions relevant to different sections of a non-fiction text. Ask relevant 'find it' questions about different sections of a story read.
Note making skills	Give meaning to the marks they make.					Retrieve and record information, producing a set of notes to support a presentation	Make notes for presentations to different audiences.
Determining validity and importance						Prior to reading, select from a range of texts or sources of information with a key question or heading in mind.	Appraise a text quickly, deciding on its value, quality or usefulness.
Skills for Inference							
Predicting	Make predictions. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.	Predict whether a book will be story or non-fiction based upon the cover and title. Predict what might happen based on what has been read so far.	Make predictions prior to reading based upon the title, cover and skim reading of illustrations. Make predictions based upon events in the text so far. Make predictions using experience of reading books based on other familiar texts.	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. Make predictions based upon events & actions of character so far in the story. Make predictions drawing upon knowledge of other texts. Make predictions based upon background knowledge of the topic.	Make predictions prior to reading about the likely type of characters or events in the story based upon the front cover, title, knowledge or the author and different genres of writing. Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text. Make predictions drawing upon knowledge from other texts.	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion. Categorise predictions as likely/unlikely based upon what has been read so far.	Make predictions about characters, plots and themes of stories based upon knowledge of fiction, genres and other books by the same author. Make predictions using evidence stated and implied.

Cause & effect	Talk about what happens and why these things occur.		Begin to describe (in book talk) cause and effect e.g. the effect of a character's actions have on other characters	.Identify the cause of an event. Infer an effect of a specific event or actions.	Identify the multiple causes of an event. Infer and comment on a range of possible effects of a specific event or action	Infer and comment on the possible causes of events and actions. Identify which causes are most/lest likely based upon evidence in the text and beyond.	Infer, comment and make links between the cause and effects of events and actions. Evaluate the impact of different causes and effects on people and places.
Identifying evidence to support and justify opinion	Develop their own narratives and explanations by connecting ideas or events.	Make links to personal experiences. Make inferences about character types based on actions e.g. infer stock character types (good, bad, evil, hero etc.) based upon their actions. Explain clearly what is read to them.	Draw upon personal experiences when commenting on a text. Draw upon knowledge of the topic outside of the book including other similar books. Make simple inferences about character feelings based upon their actions and speech.	Justify inferences with evidence. Infer characters' feelings, thoughts and motives.	Justify inferences with evidence from within the text and experiences and/or reading beyond the text. Infer characters' feelings, thoughts and motives from their actions at different points in a story.	Justify inferences backed by one type of textual evidence from across the text. Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text. Identify statements of fact and opinion.	Justify inferences backed by a range of types of textual evidence from across the text. Infer and compare different characters' thought, feelings and motives at the same point in a story. Distinguish between statements of fact and opinion using evidence to justify.
Drama/writing in role	Represent their own ideas, thoughts and feelings through role play and stories. Play co-operatively as part of a group to develop and act out a narrative.	Explore characters through role play and drama.	Take on the role of a character e.g. speech bubbles, notes from on character to another or other drama techniques	Explore characters' actions and feelings through role play such as hot seating. Create short improvisations in role.	Explore characters' actions, feelings and motives through role play such as hot seating. Demonstrate appropriate empathy through expression.	Explore contrasting characters' actions, feelings and motives through role play such as hot seating. Create improvisations in role e.g. creating a new or alternative scene.	Create improvisations in role. e.g. for a different point in time to that in the text. Present ideas in role as an expert authority e.g. debate.
Asking & 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/detective questions about a story or simple non-fiction text (no evidence needed).	Ask and answer simple relevant inference/detective questions about a story or simple non-fiction text which begins to develop character's feelings, actions.	Ask and answer simple relevant inference/detective questions for a range of fiction and non-fiction text which begins to develop character's feelings, actions and motives.	Ask and answer simple relevant inference/detective questions for a range of fiction and non-fiction texts. In discussion & role ask/answer relevant inferences/detective questions about characters' feelings, actions, thoughts & motives.	Ask 'find it' inference/detective questions which explore the details of a text or which require comparison across the text.
Skills for Text Structure							
Use and function of		Understand and use correctly, terms referring to conventions of print: book, cover, beginning,	Read non-fiction texts that are structured in different ways. Begin to identify and name a range of	Read fiction and non-fiction texts that are structured in different ways.	Read fiction and non-fiction texts that are structured in different ways.	Read fiction and non-fiction texts that are structured in different ways.	Read fiction and non-fiction texts that are structured in different ways.

structural organisers		end, page, word, letter, line Identify the title, blurb and author or a story or non-fiction book. Discuss the significance of the title	common organisers in non-fiction texts e.g. contents, heading, index and glossary.	Name and describe the function of a range of common organisers in non-fiction texts (additionally sub-headings and diagrams). Use a range of structural organisers to retrieve information from non-fiction texts.	Name and describe the function of a range of common organisers in non-fiction texts (additionally captions, labels and bibliography) Use a range of structural organisers to retrieve information from non-fiction texts. Identify how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts)	Identify structural organisers and make comparisons within and across books. Explain why the author has chosen to structure/present the text in particular ways or to use a particular structural organizer.	Identify structural organisers and make comparisons within and across books. Discuss the effectiveness of different structures/presentations of fiction and non-fiction.
Features of different text types	Begin to understand that a non-fiction is a non-story and that it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and non-fiction. Begin to describe the overall structure of a story e.g. being about to answer: 'What is the problem in the story?'	Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts. Describe the overall structure of a story, e.g. including how the beginning introduces the story and the ending concludes the actions.	Recognise and name some different forms of poetry. Compare and contrast features of stories e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry. Recognise and describe some features of fiction genres. Refer to parts of stories, drams, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza.	Identify, compare and contrast the features of a range of poetry, non-fiction and fictions genres.	Identify, compare and contrast the features of a range of poetry, non-fiction and fictions genres. Explain major differences between text types.
Audience & Purpose				Begin to read for a range of purposes e.g. research, pleasure, locate specific information. Recognise the intended audience and purpose of some non-fiction genres.	Read for a range of purposes e.g. research, pleasure, locate specific information	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast.
Supporting meaning				Recognise that pictures/photographs can give as much information as the text.	Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points. Explain how topic sentences (first sentence of a section) help cue the reader into the content of the paragraphs.	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.	Use text structure to help summarise the text. Analyse how a particular sentence, chapters, scenes or stanzas fits together to provide the overall structure of a text and contributes to the development of the theme, setting or plot.

Skills for vocabulary							
Identify vocabulary	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.	Recognise vocabulary associated with different genres provided by the teacher.	Recognise simple recurring literary language in stories and poems e.g. repetition	Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings of linked to a specific focus.	Identify and generate words with similar and opposite meanings.	Identify figurative language devices.	Identify words and phrases that create a particular mood, feeling or attitude including figurative language.
Explain the meanings of words	Uses talk to organize, sequence and clarify thinking, ideas, feelings and events	Discuss word meanings, linking new meanings to those already known.	Discuss and clarify the meaning of new words, linking new meanings to known vocabulary. 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	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and origin of words. Begin to use dictionaries to check the meaning of word that they have read.	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words. Use dictionaries to check the meaning of word that they have read.	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context. Ask questions about vocabulary to improve their understanding.	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context. Ask questions to help clarify their understanding of vocabulary.
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 reader's interest and imagination.	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices. Explain why the author has used a particular word or phrase.	Discuss how language contributes to the overall meaning. Discuss how authors use figurative language and the impact of these on the reader. Compare the impact of different language devices within a text.	Explain how words and phrases create a particular mood, feeling or attitude. Consider the impact on the reader of a range of vocabulary and language devices. Compare the impact of language devices across texts.
Recognise and explain how language is linked to audience and purpose	Shows awareness of audience in the way they speak (change intonation for younger children etc)	Capture and apply new vocabulary in writing.	Collect and apply new vocabulary in writing	Begin to recognize key vocabulary and language features from different genres and apply to writing.	Recognise key vocabulary and language features from different genres and apply to writing.	Recognise language and vocabulary used by an author for a specific genre and compare to another author considering impact on reader.	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences.

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Learning in the Light of Christ

Skills for compare and contrast							
Identify, discuss and record similarities and differences	Look closely at similarities, differences and patterns and 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.	Compare and contrast features of stories read e.g. characters, settings, openings, endings. Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative.	Compare and contrast character development in a play to characterization 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 poetry, non-fiction and fictions. Compare and contrast purpose and viewpoint and evaluate the usefulness of each source. Begin to compare and contrast authors' styles.	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.
Identify, compare and contrast vocabulary	Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.	Begin to identify similar and repeated language which occurs in more than one story e.g. Once upon a time	Compare and contrast language within a type of story read e.g. traditional tales, Early one morning, Once upon a time	Compare and contrast language across different types of stories read e.g. fairy tales and plays.	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction.	Compare and contrast the language of poetry, pose and non-fiction for the same theme or information.	Compare and contrast different language within and across books.
Making lists	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 between current and prior reading.	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, adventure stories. Explain the relationship between characters, plot, setting, point of view and theme.
Skills for reviewing and performing							
Discussing and debating	Look at someone who is speaking to them. Take turns to speak when working in a group.	Participate in discussion about what is read to them. Take turns and listen to what others say.	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently. Participate in discussion about books, poems &	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them. Take turns, listen to what others say.	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them. Take turns, listen to what others say and ask follow up questions to	Participate in discussions about books, buildings on their own and others' ideas. Ask questions to clarify others' opinions. Explain and discuss their understanding of what they have read. Provide reasoned justifications for their	Participate in discussions about books, buildings on their own and others' ideas. Challenge view courteously. Explain and discuss their understanding of what they have read through formal debates.

			other words that they can read for themselves. Take turn and listen to what other say. Explain their understanding of books and other materials that they have read and which have been read to them.	Discuss specific events, characters or sections of a text. Discuss words and phrases which capture the reader's interest and imagination.	contributions made by others. Identify and discuss the purpose of a text and the intended impact on the reader. Identify and discuss the difference between fact and opinion. Discuss the impact of words and phrases which capture the reader's interest and imagination.	views within and across texts.	Provide reasoned justifications and a wider range of evidence to support their views. Comment on the overall impact of a text on the reader.
Evaluating and reviewing	Recognise and join in with predictable phrases. Recite some poems and rhymes by heart. Retell key fairy stories and traditional tales verbally.	Recognise and join in with predictable phrases. Recite some poems and rhymes by heart. Retell key fairy stories and traditional tales verbally.	Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear. Retell a wider range of fairy stories and traditional tales verbally.	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and actions.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions.	Learn a range of poetry by heart. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Explain their understanding by presenting some of their ideas to others.	Learn a wider range of poetry by heart. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Explain and discuss their understanding of what they have read through formal presentations.