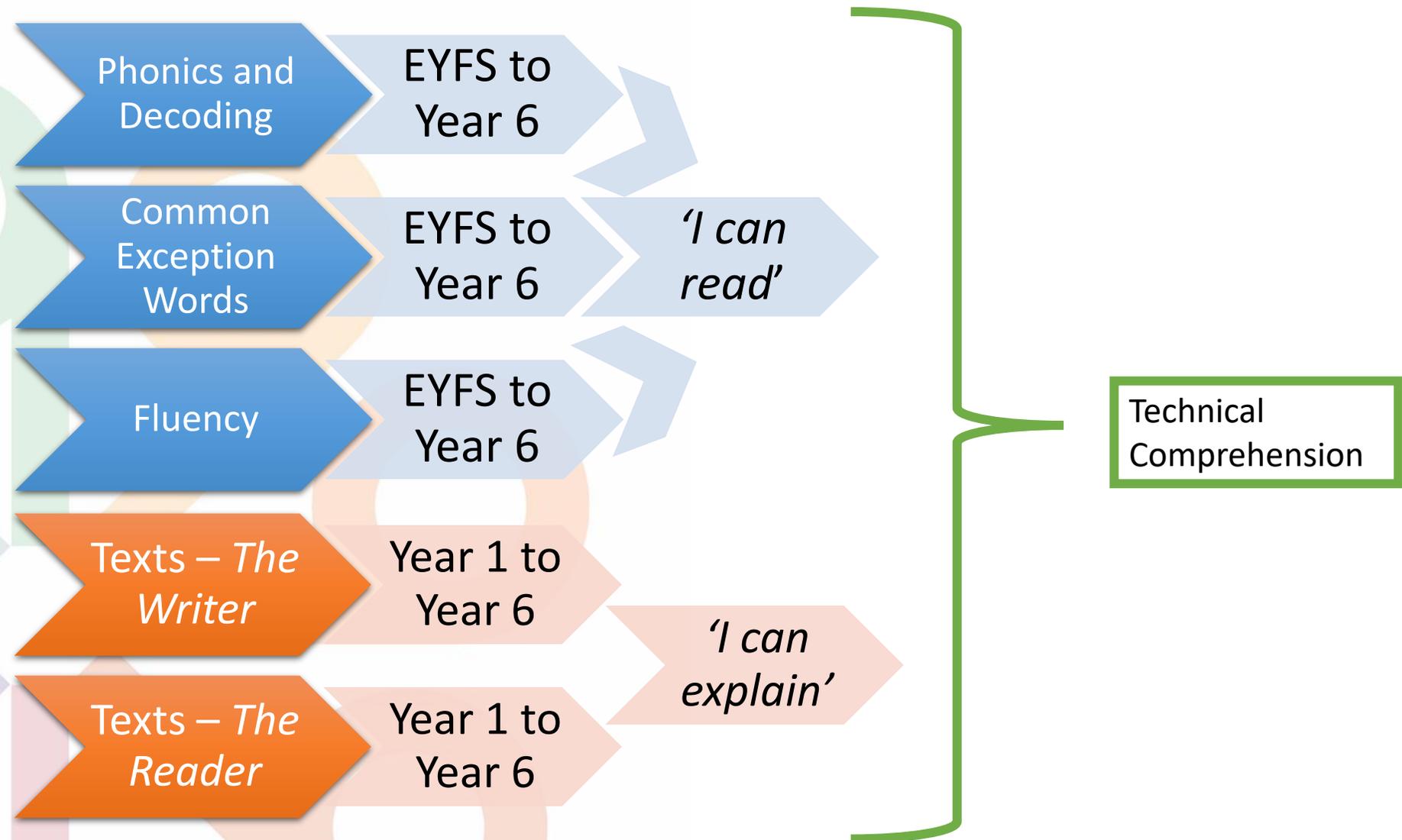


Knowledge Progression – Learning to Read and Explain



Processes around Learning to Read

Early Reading, Phonics development and later support for additional needs is centred around Read, Write, Inc – a proven, efficient synthetic phonics programme that is highly regarded and, judged on our continual data, immensely effective.

For further information on the delivery and outcomes around this, please refer to our separate Phonics information.

Later reading development is woven into teaching cycles and through continual opportunity to read – alone, with peers and with a supporting adult.



Knowledge Progression – Phonics and Decoding (based on National Standards)

The table shows the knowledge created in different year groups towards the goal of secure understanding of phonics and decoding. Our synthetic phonics programme (RWI) alongside customised support allows this to happen. If the pupil is not yet attaining age-related phonics progress (shown through frequent assessment), they are supported on a preceding knowledge level until they close the gap.

Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables</p> <p>To read most words containing common suffixes.*</p> <p>*(These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.)</p>

Knowledge Progression – Phonics and Decoding (based on National Standards)

The table shows the knowledge created in different year groups towards the goal of secure understanding of phonics and decoding. Our synthetic phonics programme (RWI) alongside customised support allows this to happen. If the pupil is not yet attaining age-related phonics progress (shown through frequent assessment), they are supported on a preceding knowledge level until they close the gap.

Year 3	Year 4	Year 5	Year 6
<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p><i>(*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.)</i></p>

For those who passed the KS1 Phonics screening check, delivery is through class teaching for more advanced knowledge. Those who did not, and need additional support, will continue with RWI until they progress.

Knowledge Progression – Common Exception Words (based on National Standards)

The table shows the knowledge created in different year groups towards the goal of secure understanding of the Common Exception Words. Our synthetic phonics programme (RWI) alongside customised support allows this to happen. If the pupil is not yet attaining age-related phonics progress (shown through frequent assessment), they are supported on a preceding knowledge level until they close the gap.

Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2
<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><i>*(These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.)</i></p>

Delivery through Read, Write, Inc (RWI). Uniform, granular scheme with widespread recognition.

If the pupil is not yet attaining age-related phonics progress (shown through frequent assessment), they are supported on a preceding knowledge level until they close the gap.

Knowledge Progression – Common Exception Words (based on National Standards)

The table shows the knowledge created in different year groups towards the goal of secure understanding of the Common Exception Words. Our synthetic phonics programme (RWI) alongside customised support allows this to happen. If the pupil is not yet attaining age-related phonics progress (shown through frequent assessment), they are supported on a preceding knowledge level until they close the gap.

Year 3	Year 4	Year 5	Year 6
To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.	No separate standard, so continue delivery and practice of the joint Yr5/6 exception words* for the build to SATS. <i>(*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.)</i>

For those who passed the KS1 Phonics screening check, delivery is through class teaching for more advanced knowledge. Those who did not, and need additional support, will continue with RWI until they progress.

Knowledge Progression – Fluency (based on National Standards)

The table shows the knowledge created in different year groups towards the goal of secure Fluency. If the pupil is not yet attaining age-related progress (shown through frequent assessment), they are supported on a preceding knowledge level until they close the gap. Fluency then evolves to more formal Comprehension teaching.

Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2	Year 3 - 6
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

If the pupil is not yet attaining age-related progress (shown through frequent assessment), they are supported on a preceding knowledge level until they close the gap. Comprehension (starting with interaction with, and discussion of texts and building alongside Reading for Pleasure) is developing at the same time.

Shift to self-planned Comprehension, taught based on needs and progress. Small group Phonics support still provided for those with additional needs.

Comprehension Knowledge Areas

Comprehension knowledge areas are fixed. They do ebb and flow in focus and popularity, but if a learner can do the following, they will see success, no matter what the question balance on their next test paper. The following section offers a range of activities and question stems for teachers to use to grow progress.

1. **Vocabulary** – I know and can explain what individual words in a text mean.
2. **Retrieval** – I can find the main facts in a text and write them down.
3. **Summarising** – I can find only the most important information in a text.
4. **Inference and Deduction** – I can work things out (draw conclusions) based on clues in a text.
5. **Prediction** – I can use information from a text to say what will happen next. An expert uses information from Inference and Deduction to help.
6. **Explaining language and structural choices** – I can explain why language and structural choices are made.
7. **Authorial intent** – I can understand and explain the meaning of words which have been put together to make phrases, sentences and paragraphs.
8. **Comparing** – I can think about all of the information in the text and find similarities and differences.

Note: Phrasings vary for these core areas depending on documents – the names change, the areas do not.

Content for the KS2 Reading SAT

The below shows the eight areas that are assessed at the end of KS2. Comprehension practice throughout the school builds towards these.

- **Give/explain the meaning of words in context**
- **Retrieve and record information/identify key details from fiction and non-fiction**
- **Summarise main ideas from more than one paragraph**
- **Make inferences from the text/Explain and justify inferences with evidence from the text**
- **Predict what might happen from details stated and implied**
- **Identify/explain how information/narrative content is related and contributes to the meaning as a whole**
- **Identify and explain how meaning is enhanced through choice of words and phrases**
- **Make comparisons within the text.**

To assist with the delivery of teaching that builds towards these outcomes, the knowledge areas have been divided into those created by the writer of the piece, and those which act as a reaction – the reader's actions. These are detailed in the next section.

Knowledge Progression – Texts – *The Writer or The Reader*

This map breaks down knowledge areas into whether they are the responsibility of the *Writer* or the *Reader*. Each year group has progressive complexity in their requirements, and the sections are subdivided further where of use. These areas come from national expectations and best-practice experience.

The Writer

Starts with an idea.

Creates words, techniques, images to put ideas into a reader's mind.

Builds a world – characters, settings, events, emotions.

Expects a response.

The Reader

Breaks the code (understands the symbols used – letters, words, etc.)

Makes meaning (understands the text on a literal, interpretive and critical level.)

Uses the text (identifies the purpose and text type or genre of a book or text.)

Criticises the text (evaluates the author's intentions and biases, as well as the truth or accuracy of the information.)



What did the writer do?

How do I respond?

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 1

Year 1	The Writer	The Reader
Features / Story / Ideas	<ul style="list-style-type: none"> Recognise key story language Find key story language in stories read aloud or read independently Recognise repeated or patterned language Identify the key events in a story 	<ul style="list-style-type: none"> Know some key stories Retell key stories orally using narrative language Make predictions based on the events in the story Know that stories can have similar patterns of events Make links to other stories
Character(s)	<ul style="list-style-type: none"> Identify the characters in a story Recognise a character's feelings 	<ul style="list-style-type: none"> Say why a character has a feeling Give an opinion about a character Know that stories can have similar characters Make links with characters in other stories
Meaning		<ul style="list-style-type: none"> Use prior knowledge to understand texts Use picture clues to support understanding Use picture clues to deepen understanding
Use of Language		<ul style="list-style-type: none"> Identify unfamiliar words and ask about meaning Use the context to make informed guesses about the meaning of unfamiliar words Discuss the meaning of unfamiliar words
Context and Viewpoint		<ul style="list-style-type: none"> Say what they like or dislike about a book Say if it reminds them of another story or something that they have experienced Listen to others' ideas about a book Say whether they agree or disagree with other's ideas Say why they agree or disagree with other's ideas
Text Types	Poetry: <ul style="list-style-type: none"> Recognise poems and rhymes Recognise rhyming language Recognise patterned language in poems and rhymes 	Narrative: Know that there are different kinds of books Know the difference between a story book and an information book Find the title, author and the illustrator of a book Poetry: <ul style="list-style-type: none"> Know some poems and rhymes by heart
Specific Comprehension Action	<ul style="list-style-type: none"> Answer retrieval questions about the book 	<ul style="list-style-type: none"> Use information from the story to support opinion Understand that a writer can leave gaps for the reader to fill in Answer questions which fill the gaps in a story (inference)

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 2

Year 2	The Writer	The Reader
Features / Story / Ideas	<ul style="list-style-type: none"> Identify the purpose of a book or a text Find the setting or time in books or stories 	<ul style="list-style-type: none"> Know that there are different kinds of stories Listen to or read a range of different kinds of stories Make choices about books to read Explain why books or stories are preferred Know that books or texts have a purpose Know that books and stories are set in different places and times Discuss the setting or time in books Retell stories with the key events in the correct sequence
Character(s)		<ul style="list-style-type: none"> Retell a story with the key events and the characters
Meaning		<ul style="list-style-type: none"> Use prior knowledge to understand texts Use picture clues to support understanding Use picture clues to deepen understanding Know that the purpose of reading is to make meaning Know that there is a range of decoding strategies Check that text read makes sense Re-read when meaning is lost Self-correct when meaning is lost Use prior knowledge and reading experiences to understand text Use the context to understand texts Ask questions to clarify understanding
Use of Language	<ul style="list-style-type: none"> Find patterned or recurring literary language in poems and stories Explain why a writer has chosen a word to affect meaning 	<ul style="list-style-type: none"> Identify unfamiliar words and ask about meaning Use the context to make informed guesses about the meaning of unfamiliar words Discuss the meaning of unfamiliar words Know that stories and poems can have patterned or recurring literary language Find favourite words and phrases Talk about favourite words and phrases Know that word choice affects meaning

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 2

Year 2	The Writer	The Reader
Context and Viewpoint		<ul style="list-style-type: none"> • Talk about books or poems read • Give an opinion on books or poems read
Text Types	<p>Non Fiction:</p> <ul style="list-style-type: none"> • Find the information needed in a non-fiction book <p>Poetry:</p> <ul style="list-style-type: none"> • Recognise that a poem can tell a story 	<p>Non Fiction:</p> <ul style="list-style-type: none"> • Know that non-fiction books are organised differently from fiction texts • Know how to find information in a non-fiction book • Decide how useful a non-fiction book is to find the information needed <p>Poetry:</p> <ul style="list-style-type: none"> • Know the difference between poetry and narrative • Know that there are different kinds of poetry • Listen to different kinds of poetry • Talk about the meaning of different poems • Learn a poem by heart • Recite or perform a poem making the meaning clear
Specific Comprehension Action	<ul style="list-style-type: none"> • Find the answers to retrieval questions about stories, poems or non-fiction texts • Recognise key ideas in a text • Recognise that a writer can have a message for the reader • Explain a writer’s message 	<ul style="list-style-type: none"> • Know what inference (reading between the lines) means • Find inferences about characters’ feelings and thoughts • Explain inferences about characters’ feelings and thoughts • Give reasons for characters’ actions or behaviour • Make predictions about possible events • Make predictions about how characters might behave

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 3

Year 3	The Writer	The Reader
Features / Plot / Ideas <i>(NB – there is a shift from referring to stories to referring to plot to describe events from Year 3)</i>	<p>The Text:</p> <ul style="list-style-type: none"> Identify the organisation and layout in books <p>Key Ideas:</p> <ul style="list-style-type: none"> Identify the main idea of a text <p>The Story:</p> <ul style="list-style-type: none"> Identify the plot in a narrative 	<p>The Text:</p> <ul style="list-style-type: none"> Understand that any book read must be meaningful Check understanding in any book or text read Ask questions to ensure understanding of a text Ask questions to deepen understanding of a text Know that the organisation and layout of a book helps the reader to understand it Understand that the organisation and layout may be different according to the purpose of the book Explain how the organisation and layout helps the reader to understand the book <p>Key Ideas:</p> <ul style="list-style-type: none"> Know that texts have a main idea Know that the main idea in a narrative may also have a message for the reader Explain the message for the reader Know that the message in a book is called the theme Recognise that books may have similar themes <p>The Story (called <i>the plot</i> from Yr 3 in national standards):</p> <ul style="list-style-type: none"> Know that there are different kinds of narrative stories Discuss a range of narrative stories and their similarities and differences Make connections between similar books and books by same writer Re-tell some of these stories by heart Understand that a sequence of events in a narrative is called the plot Understand that narratives can have differently structured plots Talk about the different plot structures in genres read
Character(s)		<ul style="list-style-type: none"> Know that characters' actions can tell the reader about their thoughts, feelings and motives Infer characters' feelings, thoughts and motives from their actions Explain how characters' actions can tell the reader about their thoughts, feelings and motives
Meaning		<ul style="list-style-type: none"> Know that there will be unfamiliar words in a text Use the context of unfamiliar words to explain their meaning Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 3

Year 3	The Writer	The Reader
Use of Language	<ul style="list-style-type: none"> Recognise the literary language typical of narrative genres read Recognise words and language that show the setting of a book - historical, cultural or social 	<ul style="list-style-type: none"> Know that different kinds of narratives are written with different language Know that writers choose words and language to create an effect on the reader Explain why a writer makes choices about words and language used Find effective words and language in reading that writers have used to create effects and record for us in own writing Discuss the meaning of words identified Use a dictionary to check or find the meaning of words Explain why a writer has chosen specific words and language
Context and Viewpoint	<ul style="list-style-type: none"> Use evidence from the text to support response 	<ul style="list-style-type: none"> Give a personal response to a text Explain a personal response Listen to others' personal responses to a text Adapt own response in the light of others' responses
Text Types	<p>Poetry:</p> <ul style="list-style-type: none"> Identify that intonation, tone, volume and action can be used to enhance meaning 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Know that there are different kinds of non-fiction books Know that non-fiction books are structured in different ways Know how to use a non-fiction book to find identified information Choose books for specific purposes Identify any words that are unfamiliar Discuss the meaning of words identified Use dictionaries to check or find the meaning of unfamiliar words Know how to find key words or information in a nonfiction text Record key words or information found in a nonfiction text <p>Poetry:</p> <ul style="list-style-type: none"> Know that there are different forms of poetry Recognise and name different types of poems which have been introduced Know that words and language in poems create effects Discuss the meaning of words and language in poems Understand that there can be more than one interpretation of a poem Understand that the meaning of poems can be enhanced through performance Watch performances of poems Discuss how the meaning is enhanced through performance Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Specific Comprehension Action	<ul style="list-style-type: none"> Find the answers to retrieval questions about stories, poems or non-fiction texts Recognise key ideas in a text Recognise that a writer can have a message for the reader Explain a writer's message 	<ul style="list-style-type: none"> Use clues from the text to predict what might happen next Give reasons for predictions

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 4

Year 4	The Writer	The Reader
Features / Story / Ideas	<p>The Text:</p> <ul style="list-style-type: none"> Identify any words that are unfamiliar Identify a theme in a book <p>Key Ideas:</p> <ul style="list-style-type: none"> Identify the main idea(s) of a text Identify the main idea in paragraphs in a text <p>Setting:</p> <ul style="list-style-type: none"> Identify words and language that show the setting of a book – historical, cultural or social <p>Story Openings:</p> <ul style="list-style-type: none"> Identify different openings in different books 	<p>The Text:</p> <ul style="list-style-type: none"> Find similarities in books read Discuss the meaning of words identified Use dictionaries to check or find the meaning of unfamiliar words Know that many books have themes Discuss the possible theme(s) in books Find evidence which shows what the theme is in a book Explain why the evidence shows what the theme is Make connections with books with similar themes <p>Layout:</p> <ul style="list-style-type: none"> Know that the organisation and layout of books vary according to the purpose of book Use the organisation and layout of a book to find specific information Skim to find specific information on a page or in a paragraph Scan page or paragraph to find key words or information Record key words or information found <p>Key Ideas:</p> <ul style="list-style-type: none"> Know that the main idea of a text can be summarised in a sentence Summarise the main idea of a text in a sentence <p>Setting:</p> <ul style="list-style-type: none"> Explain how the writer has used words and language to show the setting of a book <p>Story Openings:</p> <ul style="list-style-type: none"> Understand that writers open stories in different ways Identify different openings in different books Compare different story openings Find similarities in the use of language and openings in books experienced <p>The Plot:</p> <ul style="list-style-type: none"> Know that there is a range of narrative stories Discuss the range of narrative stories introduced so far and consider differences and similarities Understand that these have different plot patterns Know that the plot develops in different ways according to the plot pattern
Character(s)		<ul style="list-style-type: none"> Empathise with a character Understand why a character acted, responded or felt in a certain way Understand why the writer wanted the character to respond in a certain way

Knowledge Progression – Texts – *The Writer and The Reader* – Year 4

Year 4	The Writer	The Reader
Meaning		<ul style="list-style-type: none"> • Understand that a reader needs to interact with a text to understand it fully • Check understanding in any book or text read • Actively seek the meaning of any words or language not understood • Ask questions to ensure understanding of a text • Ask questions to deepen understanding of a text - between and beyond the lines • Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries
Use of Language	<ul style="list-style-type: none"> • Find examples of patterned language* for effect. <i>(*Patterned language is set phrases used and repeated for effect – ‘once upon a time’; a character’s catchphrase; repeats of the same sentence structure, etc.)</i> • Find words and language in reading that writers have used to show atmosphere, mood or feelings 	<ul style="list-style-type: none"> • Understand that a writer can use patterned language for effect • Explain the effect of patterned language • Know that writers choose words and language to show atmosphere, mood or feelings • Explain how the words and language used shows atmosphere, mood or feelings • Use a dictionary to check or find the meaning of words • Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings • Record words and language from reading to use in own writing
Context and Viewpoint	<ul style="list-style-type: none"> • Find where the writer has written to make the reader respond in a certain way 	<ul style="list-style-type: none"> • Understand that a writer wants the reader to respond in a certain way • Explain how the writer made sure of the reader’s response, using evidence from the text • Compare with own personal response • Compare with others’ personal responses to a text • Adapt own response in the light of others’ responses
Text Types	<p>Poetry:</p> <ul style="list-style-type: none"> • Find examples of patterned language in poems read • Identify that intonation, tone, volume and action can be used to enhance meaning 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • Choose a specific non-fiction book for a specific purpose • Know where to find the specific information needed in the book • Know how to use a non-fiction book to find identified information <p>Poetry:</p> <ul style="list-style-type: none"> • Know that there are different forms of poetry • Recognise and name different types of poems which have been introduced • Know that words and language in poems create effects • Explain the effect created by the poet’s choice of words and language • Know that poems may have patterned language • Explain the effect of patterned language in poems and why a poet might use it • Understand that the meaning of poems can be enhanced through performance • Watch performances of poems • Discuss how the meaning is enhanced through performance • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Specific Comprehension Action		<ul style="list-style-type: none"> • Make predictions based on the text and from knowledge from other books • Infer meaning using evidence from events, description and dialogue

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 5

Year 5	The Writer	The Reader
Features / Story / Ideas	<p>Narrative Viewpoint (The combination of Plot + Character + Settings + Openings in the standards from Year 5):</p> <ul style="list-style-type: none"> Identify the point of view in a narrative Identify the writer’s viewpoint. For example, how different characters are presented <p>Key Ideas:</p> <ul style="list-style-type: none"> Find key information from different parts of the text 	<p>Theme:</p> <ul style="list-style-type: none"> Find the theme in a book Compare books with similar themes Explain how books written in different contexts can have similar themes <p>Narrative Viewpoint (The combination of Plot + Character + Settings + Openings in the standards from Year 5):</p> <ul style="list-style-type: none"> Understand that a narrative can be told from different points of view - narrator, character Explore how events are viewed from another perspective Understand that the writer may have a viewpoint Explain the writer’s viewpoint with evidence from the text <p>Key Ideas:</p> <ul style="list-style-type: none"> Identify key information from a text Summarise key information in sentences Find key information from different parts of the text Summarise key information from different parts of the text Present an oral overview or summary of a text
Character(s)	<i>No specific foci in Year 5. Expectation of application of comprehension skills (retrieval, inference and deduction) to meet assessment needs.</i>	<i>No specific foci in Year 5. Expectation of application of comprehension skills (retrieval, inference and deduction) to meet assessment needs.</i>
Meaning	<i>No specific foci in Year 5. Expectation of application of comprehension skills (retrieval, inference and deduction) to meet assessment needs.</i>	<i>No specific foci in Year 5. Expectation of application of comprehension skills (retrieval, inference and deduction) to meet assessment needs.</i>
Use of Language	<ul style="list-style-type: none"> Find words and language used for effect Find examples of structures and techniques used 	<ul style="list-style-type: none"> Understand that a writer moves events forward through a balance of dialogue, action and description Explore how dialogue is used to develop character Explore how actions are added to dialogue to move events forward Explore how a writer uses show and not tell techniques to introduce or develop a character Understand that writers use language for precise effect Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. Explain how the words and language create a precise effect Record effective words and language from reading to use in own writing Understand that a writer uses different sentence structures and techniques to create effects Explore the structures and techniques used – short sentences, rhetorical questions, ellipsis, flashbacks Explain the effect of the use of structure or technique Record examples of effective techniques and structures from reading to use in writing

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 5

Year 5	The Writer	The Reader
Context and Viewpoint		<p>Context (<i>specific focus in Year 5</i>):</p> <ul style="list-style-type: none"> • Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react • Explain how the context of a text reflects the reaction of the audience it was written for <p>Viewpoint:</p> <ul style="list-style-type: none"> • Give a personal point of view about a text • Explain the reasons for a viewpoint, using evidence from the text • Listen to others' ideas and opinions about a text • Build on others' ideas and opinions about a text in discussion • Question others' ideas about a text • Make connections between other similar texts, prior knowledge and experience • Explain why there are connections, using evidence • Compare different versions of texts • Explain the similarities and differences between different versions of texts • Evaluate the effectiveness of different versions of texts <p>Responses to a Text:</p> <ul style="list-style-type: none"> • Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts • Know that these are structured in different ways • Discuss and explain how and why they have different structures • Know that non-fiction texts are structured to guide the reader to information • Explain how the structure guides the reader to find specific information • Explain why they enjoyed a book or poem and who might also enjoy it • Evaluate the usefulness of a non-fiction book to research questions raised
Text Types	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • Find examples of fact and opinion in texts <p>Poetry: (<i>No specific National Literacy expectations but still targeted for building oracy, prosody and cultural capital.</i>)</p>	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • Understand the difference between fact and opinion • Explain why one example is fact and another is opinion <p>Poetry: (<i>No specific National Literacy expectations but still targeted for building oracy, prosody and cultural capital.</i>)</p>

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Specific Comprehension Action		<p>Inference:</p> <ul style="list-style-type: none">• Understand that inferences can be drawn from different parts of the text• Understand that inferences can be made by reading between and beyond the lines• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text• Justify inferences with evidence from the text <p>Predictions:</p> <ul style="list-style-type: none">• Make predictions from evidence found and implied information• Summarise the main ideas drawn from a text <p>Skimming and Scanning:</p> <ul style="list-style-type: none">• Use skimming and scanning to find information needed• Make notes on needed information• Organise notes• Present information

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 6

Year 6	The Writer	The Reader
Features / Story / Ideas	<p>Narrative Viewpoint (The combination of Plot + Character + Settings + Openings in the standards from Year 5):</p> <ul style="list-style-type: none"> Identify the point of view in a narrative Identify implied points of view Identify the writer’s viewpoint. For example, how different characters are presented <p>Key Ideas:</p> <ul style="list-style-type: none"> Identify key information from a text Find key information from different parts of the text Find identified key information in longer and more complex texts 	<p>Narrative Viewpoint (The combination of Plot + Character + Settings + Openings in the standards from Year 5):</p> <ul style="list-style-type: none"> Understand that a narrative can be told from different points of view – narrator, character. Explore how events are viewed from another perspective Know that points of view can also be implied Explain implied points of view, using evidence Understand that the writer may have a viewpoint Explain the writer’s viewpoint with evidence from the text Explain the effect of the writer’s viewpoint on the Reader <p>Key Ideas:</p> <ul style="list-style-type: none"> Summarise key information in sentences Summarise key information from different parts of the text Present an oral overview or summary of a text Use points, evidence and explanation to respond to questions about texts Collate key information and evaluate its relevance
Character(s)	<p><i>No specific foci in Year 6. Expectation of application of comprehension skills (retrieval, inference and deduction) to meet assessment needs.</i></p>	<p><i>No specific foci in Year 6. Expectation of application of comprehension skills (retrieval, inference and deduction) to meet assessment needs.</i></p>
Meaning		<ul style="list-style-type: none"> Know that a text may need to be read slowly or reread to deepen understanding Know that texts have different layers of meaning – between the lines and beyond the lines Find the different layers of meaning in a text Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes
Use of Language	<ul style="list-style-type: none"> Identify the characteristics of a writer’s style Identify the techniques used to create feelings, atmosphere, mood or messages 	<ul style="list-style-type: none"> Explain the characteristics of a writer’s style, using evidence Know that the word and language choices support the writer’s purpose Explain how the word and language choices support the writer’s purpose, using evidence Record examples of words and language from reading to use in own writing Know that the techniques and structures used support the writer’s purpose Explain how the techniques and structures used support the writer’s purpose, using evidence Record examples of techniques and structures from reading to use in own writing Comment on the effectiveness of the writer’s use of language structures and techniques Explain how the techniques used create feelings, atmosphere, mood or messages Comment on how the writer’s intent affects the reader

Knowledge Progression – Texts – *The Writer* and *The Reader* – Year 6

Year 6	The Writer	The Reader
Context and Viewpoint	<ul style="list-style-type: none"> Identify themes in books which have different cultural, social or historical contexts 	<ul style="list-style-type: none"> Give a personal point of view about a text Explain the reasons for a viewpoint, using evidence from the text Listen to others' ideas and opinions about a text Build on others' ideas and opinions about a text in discussion Question others' ideas about a text Make connections between texts which may not initially seem similar Explain why there are connections, using evidence Explain the similarities and differences between different versions of texts Compare and contrast themes in a range of books Explain how there are common themes in different books, using evidence from reading Explain why they enjoyed a book or poem and who might also enjoy it
Text Types	<ul style="list-style-type: none"> Identify the elements included in a text type <p>Non-Fiction:</p> <ul style="list-style-type: none"> Find examples of fact and opinion in texts 	<ul style="list-style-type: none"> Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts Know that texts can have elements of more than one text type Know that non-fiction texts may include a creative, fictional element Explain how the choices a writer has made about the structure of a text support its purpose Know that style and vocabulary are linked to the purpose of the text Explain how the style and vocabulary are linked to the purpose of the text, using evidence <p>Non-Fiction:</p> <ul style="list-style-type: none"> Evaluate the usefulness of a non-fiction book to research questions raised Understand that non-fiction texts may present the same information with different view points Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information Understand the difference between fact and opinion Explain why one example is fact and another is opinion
Specific Comprehension Action	<p><i>No specific foci in Year 6 for Inference or Retrieval. Expectation of application of comprehension to meet assessment needs.</i></p>	<p>Predictions:</p> <ul style="list-style-type: none"> Make predictions from evidence found and implied information Summarise the main ideas drawn from a text Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react Explain how the context of a text reflects the reaction of the audience it was written for Make predictions using knowledge of the conventions of different genres and text types <p><i>No specific foci in Year 6 for Inference or Retrieval. Expectation of application of comprehension to meet assessment needs.</i></p>