

**Reading criteria progression**

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Y 3	<p><b>identifies new vocabulary and sentence structure and discusses to develop understanding</b></p> <p>identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>identifies a range of standard words/phrases used at various stages of a narrative e.g. <i>introduction, build up etc.</i></p>	<p>refers back to the text for evidence when explaining</p> <p>extracts information from tables and charts</p> <p>recognises some different forms of poetry</p> <p>retrieves information from text where there is competing (distracting) information</p> <p>uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</p> <p>recognises different narrative genres</p> <p>notices the difference between 1 and 3<sup>rd</sup> person accounts st</p> <p>identifies the conventions of different types of writing e.g. <i>greetings in a letter/email, diary entries, numbers and headings in instructions</i></p>	<p>summarises main ideas from a text</p> <p>begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i></p>	<p>suggests reasons for actions and events</p> <p>infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>justifies their views about what they have read</p> <p>identifies how settings are used to create atmosphere e.g. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i></p> <p>identifies evidence of relationship between characters based on dialogue and behaviour</p> <p>analyses the use of language to set scenes, build tension or create suspense</p> <p>explains how words/phrases in the description are linked to create suspense</p> <p>explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, <i>for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</i></p>	<p>predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>
	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Y 4	<p><b>notes examples of descriptive language and explains the mood or atmosphere they create •</b></p> <p>notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>identifies how specific words and phrases link sections, paragraphs and chapters •</p> <p>identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed</i></p>	<p>recognises the introduction, build-up, climax or conflict and resolution in narrative</p> <p>retrieves information from text where there is competing (distracting) information</p> <p>identifies a wide range of poetic forms, e.g. <i>cinquain, haiku, calligram, kenning</i></p> <p>identifies key words and phrases as evidence when making a point</p> <p>identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>analyses how structural and presentational features contribute to purpose in a range of texts</p> <p>identifies events that are presented in more detail and those that are skimmed over</p> <p>identifies underlying themes in a range of narrative texts e.g. <i>courage over adversity, loss etc.</i></p> <p>identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</p> <p>identifies figurative and expressive language that builds a fuller picture of a character.</p>	<p>explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>summarises the main ideas of a non-fiction text</p>	<p>identifies techniques used by the author to persuade the reader to feel sympathy or dislike • justifies opinions of particular characters</p> <p>distinguishes between fact and opinion</p> <p>makes deductions about the motives and feelings that might lay behind characters' words</p> <p>summarises the way that the setting affects characters' appearance, actions and relationships e.g. <i>'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i></p> <p>comments on the way key characters respond to a problem</p> <p>makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</p> <p>explores alternative outcomes to an issue</p> <p>analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives • evaluates texts for their appeal for the intended audience</p>	<p>predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>

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	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Y 5	<p>uses a range of strategies to identify the meaning of new vocabulary</p> <p>identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p> <p>notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	<p>comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>notes how cohesion is achieved in different ways</p> <p>identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</p> <p>identifies how an author varies pace by using direct or reported speech at different points in a story</p> <p>comments on how a character is built and presented, referring to dialogue, action and description</p> <p>retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</p> <p>identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</p>	<p>summarises main ideas from more than one text to support note taking</p> <p>analyses information from tables and charts and can incorporate this information into a summary of the whole text</p>	<p>provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>recognises that characters may have different perspectives in the story</p> <p>considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>explores in-depth the meaning of particular multilayered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>summarises ideas across paragraphs, identifying key details that support the main ideas</p> <p>identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</p> <p>analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <p>identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</p> <p>shows understanding through emphasis, intonation and volume when performing</p>	<p>identifies whether changes in characters met or challenged the reader's expectations</p>
	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Y 6	<p>analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</p> <p>notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious</i></p> <ul style="list-style-type: none"> <li>- <i>adverbials/conjunctions such as 'on the other hand'</i></li> </ul>	<p>retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>recognises how the author of non-fiction texts expresses, sequences and links points</p> <p>explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</p> <p>considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</p> <p>identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g.</p> <p>categorise sub-sets of persuasive texts into groups</p>	<p>summarises competing views</p> <p>analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i></p> <p>discusses main ideas from a text within a group and summarises the discussion</p>	<p>draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>analyses why and how scene changes are made and how they affect characters and events</p> <p>distinguishes between implicit and explicit points of view</p> <p>identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</p> <p>provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>explains underlying themes across a range of poetry</p> <p>e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</p> <ul style="list-style-type: none"> <li>- explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</li> <li>- identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i></li> </ul>	<p>Refer to years 4 and 5</p>

### Reading criteria progression

	Analysing	Authorial Intent	Comparing
Y 3	<p>analyses and compares plot structure</p> <p>recognises the move from general to specific detail</p>	<p><b>evaluates effectiveness of texts in terms of function, form and language features</b></p> <p>identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</p>	<p>comments on the effect of scene changes <i>e.g. moving from a safe to a dangerous place to build tension</i></p>
Y 4	<p>analyses how the structure of non-fiction relates to its purpose <i>e.g. how the points in a persuasive speech lead you to the author's viewpoint</i></p> <p>analyses how poetry is structured and its effect on the reader</p> <p>exemplifies the move between generalisations and specific information</p>	<p><b>understands how authors use a variety of sentence constructions</b> <i>e.g. relative clauses to add detail</i></p> <p>explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>	<p>comments on differences between what characters say and what they do</p>
Y 5	<p>analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) <i>e.g. experimenting with the different paths that the reader can take through the text</i></p> <p>analyses paragraph structures in similar texts noting and commenting on similarities and differences</p>	<p>recognises the style of different authors and recognises their intended audience</p>	<p><b>identifies balanced or biased viewpoints and discuss texts which •</b></p> <p><b>explore more than one perspective on an issue •</b> checks whether viewpoint changes in the story</p>
Y 6	<p><b>justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily</b></p> <p>identifies how authors use a range of narrative structures <i>e.g. stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure</p>	<p>justifies agreement or disagreement with narrator's point of view when evaluating a text</p>	<p>explains how a personal response has altered at various points across a text as the narrative viewpoint changes <i>e.g. 'I didn't like this character at the beginning because .... but now I understand why .....</i>'</p>

Reading behaviours and fluency			
Y 3	<p>asks increasingly informed questions to improve understanding of a text <i>e.g. 'I wonder if this is like .... because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</i></p> <p>comments on use of language using terminology including alliteration, rhythm, rhyme, simile</p> <p>uses dictionaries independently to check meaning of new vocabulary</p>	Y 6	<p>generates open questions to explore a range of possibilities and justifies responses in relation to the text</p> <p>expresses and justifies personal preferences regarding significant authors/poets</p>