

Heckington St. Andrew's

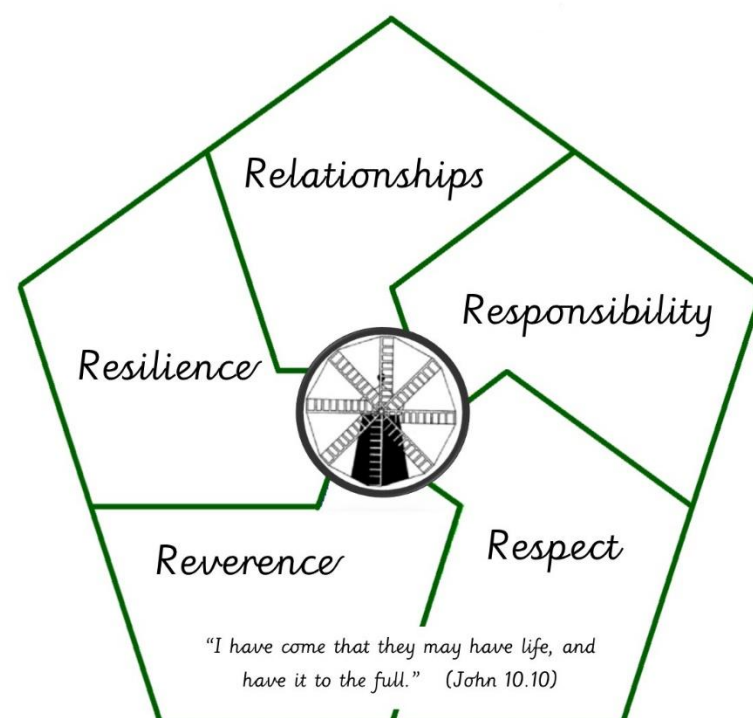
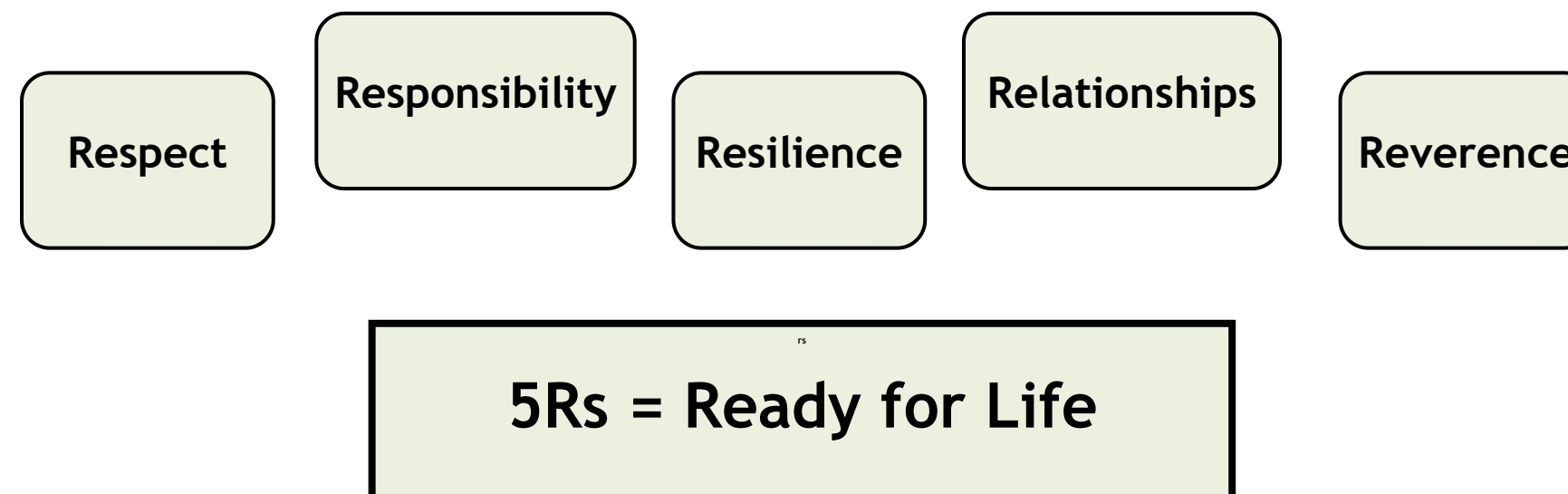
Reading Progression Document

September 2019

Updated February 2021

Updated June 2021

## The Heckington Way



At Heckington St Andrew's **nothing but the best is good enough AND together we can always be better.**

## CURRICULUM INTENT FOR READING

Our Reading curriculum is underpinned by the National Curriculum for Reading within the English Curriculum. We have placed reading at the heart of the curriculum and the teaching of phonics and early reading takes priority in Key Stage 1. We aim to ensure that all children can read fluently by the end of Key Stage 1 at the latest. Through exposure and exploration of a wide range of texts and sharing in others' enjoyment of texts, children are taught to understand and evaluate through questioning, clarifying, summarizing, and predicting. Our pupils develop a passion for reading, and recognise how reading is critically important in whatever they choose to do in later life. Pupils will recognise the creativity and skill of authors of all genres, and through their inside-out understanding of great texts will be supported in developing as authors themselves. From the earliest stages, pupils learn that the marks on a page or screen have meaning, and that by decoding that meaning they are able to experience a world beyond their own.

### Implementation

Reading is a core component of our curriculum, and is taught daily. Teachers use our progression documents to underpin their planning as well as a range of reading resources. Teachers also plan for children to access unfamiliar and challenging texts, and through their teaching enable pupils to develop their ability to explain their comprehension of that text. The skills taught in their reading and phonics lessons will then be applied across the curriculum in other books and texts. All children will read and be read to every day.

There is intentional time to promote a love of reading, and teachers involve pupils as active partners in choosing books that inspire, excite and motivate their reading from the widest possible range of genres.

#### **Early Reading**

Early reading is developed through our RWI phonics curriculum and through accessing phonically decodable books, supported by routine opportunities to read aloud to an adult. Early reading is assessed half termly as a minimum, within the RWI phonics programme, and through regular formative assessment when pupils are reading aloud to adults.

#### **Year 2 and KS2**

When phonically proficient, we use Star Reader to ensure pupils access books that are matched to their developing ability to decode and interpret texts.

We follow the graduated approach so that the level of planned and intentional support is reduced progressively when assessment confirms that pupils are developing the appropriate levels of fluency, comprehension and motivation. Teachers monitor pupils' choices of text, and use this information to recommend texts that will inspire as well as texts that will broaden the range of genres encountered.

By Key Stage 2, the teaching focuses on developing comprehension, and teachers plan from the Reading Progression document. Lessons occur daily. There is an expectation that teachers enable pupils to use and rehearse their increasing range of reading skills when accessing texts across the curriculum.

We have identified the essential skills (the basics) that children need to become confident with which help to unlock learning and progress and these are highlighted in green.

# WORD READING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• I am secure with year group phonic expectations.</li> <li>• I can read some common irregular words.</li> <li>• I can use my phonic knowledge to decide regular words and read aloud accurately.</li> <li>• I can read and understand simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my phonic knowledge to decode words.</li> <li>• I can blend phonemes to decode familiar and unfamiliar words, using may of GPCs that have been taught.</li> <li>• I can recognise grapheme-phoneme correspondences for 40+ phonemes, including alternative sounds for graphemes.</li> <li>• I can read common homophones and notice the difference in meanings.</li> <li>• I can read words containing taught GPCs.</li> <li>• I can read words endings: -s, -es, -ing, -ed and -est.</li> <li>• I can read common homophones and notice the different meanings.</li> <li>• I can read simple words with contractions (e.g. I'm, I'll, and we'll).</li> <li>• I can read aloud with pace and expression i.e. pause at full stops, raise voice for a question.</li> <li>• I can recognise: capital letters, full stops, question marks, exclamation marks.</li> <li>• I know why the writer has used capital letters, full stops, question marks and exclamation marks in a text.</li> <li>• I am beginning to understand that the apostrophe symbol represents missing letters.</li> <li>• I can read further common exception words noting unusual correspondence between spelling and sound.</li> <li>• I can recognise a range of common high frequency words automatically.</li> <li>• I can accurately read phonetically decodable books, consistent with my developing phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my phonic knowledge and skills to decode words.</li> <li>• I can read my key words fluently.</li> <li>• I can read accurately by blending sounds in words.</li> <li>• I can recognise grapheme-phoneme correspondence for many phonemes taught so far.</li> <li>• I can read a growing number of words using GPCs.</li> <li>• I can read words containing common suffixes, recognising the whole suffix as well as letters.</li> <li>• I can recognise alternative sounds for graphemes.</li> <li>• I can accurately read words with two or more syllables that contain taught GPCs using syllable boundaries.</li> <li>• I can read homophones and near homophones and understand the difference in meaning.</li> <li>• I can read most words quickly and accurately without sounding them out first.</li> <li>• I can read aloud books, sounding out any words I don't know.</li> <li>• I can re-read books to improve my fluency and confidence word reading, using the 6Ps to help.</li> <li>• I can read "tricky" words where the spelling and sound are different.</li> <li>• I am starting to read with some expression.</li> <li>• I can identify when my reading does not make sense and can self-correct in order for the text to make sense.</li> <li>• I know the function of full stops when reading and this helps me when I read aloud.</li> <li>• I use commas, questions marks and exclamation marks to vary expression.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my knowledge of root words, prefixes and suffixes to read aloud fluently, using the 6Ps to help.</li> <li>• I can apply my knowledge of root words, prefixes and suffixes to understand new words.</li> <li>• I can read further exception words taking note of the unusual correspondence between spelling and sound.</li> <li>• I can attempt to pronounce unfamiliar words drawing on my knowledge of words that look similar.</li> <li>• I know which words are essential in a sentence to retain meaning.</li> <li>• I can read independently using a range of strategies appropriately, including decoding, to understand the meaning of a text.</li> <li>• I can read aloud with expression and intonation taking into account. ? , ' ! " "</li> <li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• I can read silently on most occasions.</li> <li>• I can read homophones and near homophones to assist understanding.</li> <li>• I can read words with contractions and understand that the apostrophe represents an omitted letter.</li> <li>• I can show automatic grapheme-phoneme correspondences for phonemes taught especially alternative pronunciation for graphemes.</li> <li>• I can read books, some selected with my teacher, to extend my reading ability.</li> <li>• I can recognise inverted commas when I am reading a text.</li> <li>• I can recognise how commas are used to give more meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the context of a sentence to assist reading of unfamiliar words.</li> <li>• I can read silently or aloud or an audience using books/texts which are age-appropriate.</li> <li>• I can read a wider range of texts independently using a range of strategies, including decoding, to establish meaning.</li> <li>• I can read with increasing fluency, using the 6Ps to help and embedding polysyllabic words more easily.</li> <li>• I can read a range of exception words recognising the unusual correspondence between spelling and sound.</li> <li>• I can read aloud with intonation and expression, taking into account higher level punctuation, including ... ( ) -</li> <li>• I can apply my knowledge of morphology and etymology to help me read aloud and understand new vocabulary.</li> <li>• I can read for a range of purposes.</li> <li>• I can check that a text makes sense.</li> <li>• I can independently use knowledge of compound words to assist expression and stressing meaning.</li> <li>• I can pronounce homophones/near homophones carefully when reading aloud to clarify meaning.</li> <li>• I can read contraction words carefully, and understand the difference between "we're" and "were".</li> <li>• I can make my own book choices, using the blurb/peer recommendation /author to help my book choice.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my knowledge of root words, prefixes and suffixes to read aloud, fluently and accurately.</li> <li>• I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> <li>• I can read a range of texts fluently and accurately, using the 6Ps to help.</li> <li>• I can work out any unfamiliar words, focusing on all letters so that I do not mistake similar, more familiar words.</li> <li>• I can re-read and read ahead to check for meaning.</li> <li>• I can decode automatically over a wide range of reading.</li> <li>• I can use knowledge of syllables to automatically read most words.</li> <li>• I can use my growing knowledge of compound words to assist pronunciation and infer word meanings.</li> <li>• I can read homophones and other words that are often confused in order to assist understanding of a text.</li> <li>• I can carefully read contractions to avoid misconceptions (e.g. shell/she'll).</li> <li>• I can read an increasingly complex range of exception words.</li> <li>• I can make my own book choices, knowing which books I can read fluently and showing my personal preference, using the 6Ps to help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work out the meaning of unknown words from the way they are used in context.</li> <li>• I can read aloud increasingly challenging texts to an audience, using appropriate volume, tone and expression.</li> <li>• I can read accurately, displaying a sound knowledge of contractions.</li> <li>• I can read many words that I have not encountered before.</li> <li>• I can use my growing knowledge of morphology and etymology to assist pronunciation and infer word meanings.</li> <li>• I can apply all of the skills I have been taught to read fluently and accurately for pleasure and to extend knowledge.</li> <li>• I use the 6Ps to help my fluency.</li> <li>• I can understand and explain the function of sophisticated punctuation.</li> <li>• I can use punctuation effectively to read aloud for an audience.</li> <li>• I can fluently read polysyllabic words met.</li> <li>• I can fluently read most complex compound words met, using correct punctuation to assist meaning.</li> <li>• I can fluently read an extended range of homophones to assist understanding of a text.</li> <li>• I can make my own book choices, combining challenge with reading preference and widening my range of reading to include new authors and a range of genres.</li> </ul>



## RESPONDING TO READING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• I can demonstrate understanding when talking with others about what I have read.</li> <li>• I can identify the start and end of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to books and discuss what I have heard.</li> <li>• I can recognise and join in with predictable, familiar phrases in stories and poetry.</li> <li>• I can retell a very familiar story with characteristics of the original.</li> <li>• I can recite by heart, in order, a simple poem or rhyme.</li> <li>• I can give one reason why I have chosen a particular text.</li> <li>• I can make relevant comments about what is read to me, including the significance of titles and events.</li> <li>• I can take turns and listen to others during discussions about books.</li> <li>• I can explain my understanding of what I have read or listened to.</li> <li>• I can relate reading to my own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to, discuss and express my views about books read aloud to me.</li> <li>• I can read and join in with familiar phrases in stories and poems, using my own independent reading skills.</li> <li>• I can retell a range of stories that I have listened to, using story language.</li> <li>• I can recite poems by heart, with appropriate intonation, so that meaning is clear.</li> <li>• I can give one reason why I have chosen a particular text.</li> <li>• I can contribute to discussions about what is read to me.</li> <li>• I can explain and discuss my understanding of what I have read. can discuss my favourite words and phrases.</li> <li>• I can discuss my favourite words and phrases</li> <li>• I can talk about how different words and phrases affect meaning.</li> <li>• I can pick out interesting words used by the writer.</li> <li>• I can explain why the writer has used certain words in their writing.</li> <li>• I can compare similarities and differences between texts / books in terms of characters, settings and themes.</li> <li>• I can say what I like or dislike in reading and can sometimes say why.</li> <li>• I can discuss and express my views about a wide range of poems, stories and non-fiction including texts I can't read independently</li> </ul>	<ul style="list-style-type: none"> <li>• I can read or listen to, discuss and write about a range of texts.</li> <li>• I can prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding.</li> <li>• I can retell a wide range of stories, including myths and legends and traditional tales.</li> <li>• I can recite longer poems or parts of narrative poems, as apart of a group, beginning to remember repeated sections by heart.</li> <li>• I can make choices about which texts to read based on books I have already read.</li> <li>• I can participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.</li> <li>• I can discuss my understanding of, and explain clearly, the meaning of words in context.</li> <li>• I can say why I have chosen a specific text to read.</li> <li>• I can show how to use an information book (e.g. using layout, index, contents).</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to, discuss and write detailed comments about a wide range of fiction, poetry, plays and non-fiction.</li> <li>• I can prepare poems and play scripts to read aloud, varying my intonation, tone, volume and actions to make the meaning clear.</li> <li>• I can retell a wide range of texts with confidence.</li> <li>• I can give a personal point of view on a text.</li> <li>• I can read texts by an increasing number of authors and across a wider variety of genres.</li> <li>• I can explain my preferences for different texts that I have read.</li> <li>• I can make effective use of libraries and related services, with some guidance.</li> <li>• I can use appropriate voices for characters within a story.</li> <li>• I know the difference between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to and discuss a wide range of fiction, poetry and plays, non-fiction, reference or text books independently.</li> <li>• I can retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature by listing the main events in a logical sequence.</li> <li>• I can vary intonation, tone, volume and action to improve the performance of a play or poetry reading, responding in a positive way to constructive feedback.</li> <li>• I can confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear.</li> <li>• I can recommend books I have read to others, giving reasons for my choices.</li> <li>• I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.</li> <li>• I can explain and discuss my understanding of what I have read in a formal way, showing some justification of my viewpoint.</li> <li>• I can discuss the work of some established authors and I know what is special about their work.</li> <li>• I can identify relationships between characters, explaining the effect this has on the reader.</li> <li>• I appreciate that two people may have a different view on the same event.</li> <li>• I can compare between two texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen thoughtfully to a wide range of genres, including more challenging whole books and classic texts.</li> <li>• I have experienced a range of books/authors that I may not have chosen myself.</li> <li>• I can use gesture and movement aptly to improve the quality of my reading.</li> <li>• I can read/recite in role to reflect a character.</li> <li>• I can retell a wide range of stories, identifying the main events and present them in different forms (e.g. change a story into a play).</li> <li>• I can prepare poems and plays to read aloud and to perform showing understanding through intonation, tone and volume.</li> <li>• I can recite a wider range of poetry by heart.</li> <li>• I am familiar with, write and use book reviews to guide my own reading and to recommend choices to my peers.</li> <li>• I can make use of libraries effectively and independently.</li> <li>• I can clearly present my own views about books I have read, providing reasoned justifications for my views on what I have read.</li> <li>• I can explain and discuss understanding of what I have read through formal presentations and debates.</li> </ul>



## LINGUISTIC SKILLS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• I can identify rhymes and alliteration</li> <li>• I can join in with rhyming patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• I know when what I have read does not make sense.</li> <li>• I can notice and comment on obvious features of language (e.g. rhymes and refrains or significant words/phrases).</li> <li>• I can identify the beginning, middle and end of stories.</li> <li>• I can recognise the different sections of a non-fiction text.</li> <li>• I can identify the meaning of new words or phrases, with adult support.</li> <li>• I know the difference between fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and self-correct inaccurate reading without losing the “flow” of what is being read.</li> <li>• I can show skill in discussing my favourite words and phrases (e.g. “slimy is a good word”).</li> <li>• I can explain why the writer has used certain words in their writing.</li> <li>• I can identify familiar patterns of language (e.g. Once upon a time, first, next, finally).</li> <li>• I can pick out interesting words.</li> <li>• I can explain some basic features of language used (e.g. adjectives, adverbs, etc.).</li> <li>• I can use appropriate dictionaries or thesauri to find the meaning of new words, with some support.</li> <li>• I can identify and name various organisational features of non-fiction texts (e.g. captions, headings).</li> <li>• I understand that writers show a viewpoint and write for a specific purpose.</li> <li>• I am beginning to understand the difference between fiction and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and self-correct using knowledge acquired from being to and my own experience.</li> <li>• I can recognise and explain some basic features of language used (e.g. adjectives, adverbs, etc.).</li> <li>• I can explain the difference that the precise choice of adjectives and verbs make.</li> <li>• I can identify themes and conventions in a wide range of fiction texts (e.g. a diary entry is written in the 1<sup>st</sup> person).</li> <li>• I can identify the purpose of different parts of non-fiction texts (e.g. sub-headings, numbering, etc.).</li> <li>• I can identify some different forms of poetry.</li> <li>• I can use dictionaries and thesauri to find the meaning of new words, expressing interest in the meaning and origin of words.</li> <li>• When reading, I can recognise plurals.</li> <li>• When reading, I can recognise pronouns and collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and self-correct errors, using the context of new or unfamiliar words or vocabulary knowledge.</li> <li>• I can explain basic features of language structure and presentation, and explain how they contribute to meaning.</li> <li>• I can explain the basic features of a range of text types.</li> <li>• I can recognise different types of poetry.</li> <li>• I can read from a wide range of sources to consolidate and extend vocabulary (e.g. dictionaries, thesauri, reference books).</li> <li>• I can comment on the author's choice of language to create mood and build tension.</li> <li>• I can explain why a writer has used different sentence types or a particular word order and the effect it has created.</li> <li>• I can discuss the meaning of words in context.</li> <li>• I can identify how the writer has used precise word choices for effect to impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• I can self correct and apply my growing knowledge of root words, prefixes and suffixes to understand new words.</li> <li>• I can discuss how authors use language, including figurative language.</li> <li>• I can reflect on similarities and differences between texts or versions, using explanations.</li> <li>• I can routinely use dictionaries and thesauri to learn the meaning of new words and to develop understanding of shades of meaning.</li> <li>• I can talk about the effects of different words and phrases to create different images and atmospheres.</li> <li>• I can explain how and why a writer has used clauses to add information to a sentence.</li> <li>• I can understand that figurative language creates images.</li> <li>• I can identify the ways in which paragraphs are linked.</li> <li>• I can discuss how an author builds a character through dialogue, action and description.</li> </ul>	<ul style="list-style-type: none"> <li>• I can self-correct using the context, and apply my knowledge of root words, prefixes and suffixes to understand new words.</li> <li>• I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• I can compare themes and conventions within and across text types, with growing confidence.</li> <li>• I can apply knowledge of shades of meaning across a wide variety of texts and writing, using words appropriately in different contexts.</li> <li>• I can identify and explain how meaning is enhanced through choice of words and phrases.</li> <li>• I can comment on the success of texts in provoking particular responses (e.g. anger, sadness).</li> </ul>

## LITERAL COMPREHENSION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>I can recall some simple points from familiar texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall some simple points from familiar texts and identify key words (e.g. words learnt in phonics sessions).</li> <li>I can find information in simple non-fiction books.</li> <li>I can answer simple questions on what I have read, giving literal answers from the text.</li> <li>I can ask questions or comment on parts of text (e.g. illustrations, diagrams and changes in font style).</li> </ul>	<ul style="list-style-type: none"> <li>I can recall some specific, simple information.</li> <li>I can find specific information on a given page in response to a direct question.</li> <li>I can locate some specific information e.g. key events, characters names, key information.</li> <li>I can find information in non-fiction books, using features.</li> <li>I can retell an unknown story beginning, middle and end once it has been read to me</li> <li>I can summarise a story, giving the main points in a clear sequence.</li> <li>I can answer several simple questions on what I have read, giving literal answers from the text (both written and orally).</li> <li>I can ask questions before reading a text and look for answers within the text when reading.</li> <li>I am beginning to talk about the features of certain non-fiction texts (e.g. non-chronological report, letter, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>I can identify what information I need to look for.</li> <li>I can summarise and explain the main points in a text, referring back to the text to support this.</li> <li>I can ask literal questions to improve my understanding of a text.</li> <li>I can retrieve and record information from non-fiction texts.</li> <li>I can read books for a range of purposes.</li> <li>I can answer literal questions to improve my understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to quote directly from the text to support my thoughts an discussion.</li> <li>I can locate information by using skimming and scanning.</li> <li>I can use text marking to help me retrieve information or ideas from a text.</li> <li>I can ask relevant questions to show my understanding of a text.</li> <li>I know which books to select for a specific purpose.</li> <li>I can find and record information independently from non-fiction using features.</li> <li>I can identify the main ideas drawn from more than one paragraph and summarise them.</li> <li>I can read books that are structured in different ways.</li> <li>I can read books for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>I can skim and scan to identify key ideas in a text.</li> <li>I can use my knowledge of features of non-fiction to effectively find information and present key facts.</li> <li>I can quote directly from the text to answer questions.</li> <li>I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.</li> <li>I can refer to the text to support my opinions and predictions.</li> <li>I can make notes from text marking.</li> <li>I can summarise the main ideas from more than one paragraph, identifying some key details.</li> <li>I can identify statements of fact and opinion.</li> <li>I can ask questions to improve my own or others' understanding of words, phrases or parts of text, and discuss answers.</li> </ul>	<ul style="list-style-type: none"> <li>I can record and skilfully present relevant information form non-fiction, including leaflets, programmes and reviews.</li> <li>I can distinguish between statements of fact and opinion.</li> <li>I can summarise the main ideas from more than one paragraph, identifying key details that support the main idea.</li> <li>I can refer to the text to support my opinions and elaborate on them in order to explain them fully.</li> <li>I can show ability to use skimming and scanning techniques.</li> <li>I can decide on the quality and usefulness of a range of texts and explain clearly to others.</li> <li>I can read a wider range of genres/text types, structured in different ways, and continue to read for a range of purposes.</li> <li>I can make comments about fictional texts, generally supported by relevant textual reference or quotation.</li> <li>I can create literal questions that require reference to more than one point in the text.</li> </ul>



## INFERENTIAL COMPREHENSION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>I can make basic predictions.</li> </ul>	<ul style="list-style-type: none"> <li>I can make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking).</li> <li>I can predict what might happen next, based on what I have read before.</li> <li>I can discuss the sequence of events in books that I am familiar with.</li> <li>I can draw on my own experiences, background information and illustrations to make senses of what I have read.</li> <li>I can answer simple inference questions (e.g. what do you think will happen next?) using words such as "I think... because...".</li> <li>I can listen to/talk about inferential questions asked by the teacher or by my peers.</li> <li>I can talk about how the text might make the reader feel.</li> <li>I can name the overall emotion expressed by stories or poems (e.g. happy, sad, funny or scary).</li> </ul>	<ul style="list-style-type: none"> <li>I can make simple/plausible attempts to explain meanings in the text based on characters' speech or actions.</li> <li>I can predict what might happen next, using evidence from the text.</li> <li>I can explain cause and effect in both narrative and non-fiction (e.g. what prompts a character's behaviour).</li> <li>I can discuss the sequence of events in books and how items of information are linked.</li> <li>I can draw on my own experiences or information provided by the teacher to make comments on how a character is feeling based on what is said and done.</li> <li>I can create inferential questions based on a visual image or illustration in a fiction text (e.g. why does the boy look sad?).</li> <li>I can use clues when talking about a text.</li> <li>I can recognise that there are different viewpoints in a story.</li> <li>I can make simple statements about likes and dislikes, sometimes with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main purpose / viewpoint that the writer shows in a text.</li> <li>I can predict what might happen based on my knowledge from / of the text and wider connections.</li> <li>I can make simple connections between texts I have read.</li> <li>I can explain how and why main characters act in certain ways in a story, using evidence from the text.</li> <li>I can make some inferences about a character's feelings, thoughts and motives based on the language used in the text.</li> <li>I can create inference questions based on a single point of reference in the text.</li> <li>I can identify a few basic features of language and talk about how these contribute to meaning.</li> <li>I can discuss reasons for events in stories by beginning to use clues in the story.</li> <li>I can link the effect on the reader to personal experience (e.g. "She was kind, like my gran").</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss reasons for actions and events based on evidence in a text.</li> <li>I can recognise features of the context of a text (e.g. historical setting, etc.).</li> <li>I can discuss words and phrases that capture the reader's imagination and discuss how these contribute to meaning.</li> <li>I can use empathy to consider characters' points of view and so can say what that character is thinking / feeling and the way they act.</li> <li>I can recognise how a character is presented in different ways and respond to this with reference to the text.</li> <li>I predict what might happen from details, both stated and implied, and from my growing experience of books.</li> <li>I can use clues from action, description and dialogue to establish meaning.</li> <li>I can explain how structure contributes to meaning.</li> <li>I can independently create simple inference questions.</li> <li>I can look for and recognise themes in what I have read (e.g. triumph of good over evil).</li> <li>I can make simple comments about the main purpose of a text, beginning to recognise authorial intent.</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences about a character's feelings, thoughts and motives, and justify, using evidence from the text, and discuss answers.</li> <li>I can understand and explain different characters' points of view.</li> <li>I can make reference to different parts of the text, using evidence from the text (e.g. about a character's motives from their actions.)</li> <li>I can use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.</li> <li>I can predict what might happen from details, both stated and implied, and give reasons for my predictions.</li> <li>I can identify common features in different texts, or versions of the same text, making simple comments about characters, settings, themes and presentational features.</li> <li>I can create inference questions base on different points of reference in the text.</li> <li>I can comment on the writer's choice of words (e.g. "furious" shows how angry the character is).</li> <li>I can identify the main purpose of a text, showing awareness of viewpoint with reference to the text (e.g. "he only tells you good things about the farm, making the shop sound boring").</li> <li>I can comment on specific use of language and identify the effect on the reader (e.g. "The way she describes him as 'rat-like' and 'shifty' makes you think he's disgusting").</li> </ul>	<ul style="list-style-type: none"> <li>I can explore alternatives that could have occurred in texts referring to the text to justify ideas.</li> <li>I can clarify the meanings of ambiguous words and / or phrases in context</li> <li>I can infer and deduce authorial intent, character and aspects of plot, based on evidence drawn from different points in the text.</li> <li>I can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.</li> <li>I can predict what might happen from details, both stated and implied, using knowledge gained from a wide variety of texts.</li> <li>I can justify my predictions, drawing evidence from different parts of the text.</li> <li>I can identify and discuss implicit and explicit points of view in some texts.</li> <li>I can explain a character's motives throughout a story and use evidence from the text to back up opinions.</li> <li>I can infer messages, moods, feelings and attitudes across a text.</li> <li>I can recognise which characters the writer wants the reader to like or dislike and what techniques are used to achieve this.</li> <li>I can confidently identify the point of view of some texts, providing explanations, and explaining how this impacts on the reader.</li> <li>I can recognise how different types of text retain features, but reflect the time, language, and setting in which they were written (e.g. Shakespeare).</li> <li>I can make inferences or deductions based on evidence from different points in a text, though may not always be securely rooted.</li> <li>I can create inference questions based on evidence form specific parts of the text.</li> <li>I can identify some basic features of language used (e.g. 'All the questions make you want to find out what happens next.').</li> <li>I can make simple comments on the overall effect on the reader, related to authorial intent.</li> <li>I can explain how a writer has used sentences to create particular effects.</li> </ul>