

# English – Reading Skills Progression at Nansledan School

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>						
<b>Word reading</b>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p><b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</b></p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</b></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p><b>Read other words of more than one syllable that contain taught GPCs.</b></p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</p> <p><b>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</b></p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>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><b>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</b></p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><b>Read words containing common suffixes.</b></p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p><b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</b></p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p><b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Intonation to make the meaning clear.</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Intonation to make the meaning clear.</b></p>

# English – Reading Skills Progression at Nansledan School

<p><b>Language for Effect</b></p>	<p>Recognise and join in with predictable phrases.</p>	<p>Recognise simple recurring literary language in stories and poetry. <b>Discuss their favourite words and phrases.</b></p>	<p>Discuss words and phrases that capture the reader’s interest and imagination. <b>Recognise some different forms of poetry [for example, free verse, narrative poetry].</b> Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Use dictionaries to check the meaning of words that they have read. <b>Discuss words and phrases that capture the reader’s interest and imagination.</b></p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <b>Distinguish between statements of fact and opinion.</b> Identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <b>Distinguish between statements of fact and opinion.</b> Identifying how language, structure and presentation contribute to meaning.</p>
<p><b>Identify Vocabulary</b></p>	<p>Recognise vocabulary associated with different genres provided by the teacher</p>	<p>Recognise simple recurring literary language in stories and poems e.g. repetition</p>	<p>Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus</p>	<p>Identify and generate words with similar and opposite meanings</p>	<p>Identify figurative language devices</p>	<p>Identify words and phrases that create a particular mood, feeling or attitude including figurative language</p>
<p><b>Explain the meaning of words</b></p>	<p>Discuss word meanings, linking new meanings to those already known</p>	<p>Discuss and clarify the meanings of new words, linking new meanings to known vocabulary <b>Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet <b>Explain the meaning of words in given contexts</b> Begin to discuss language to extend their interest in the meaning and origin of words <b>Begin to use dictionaries to check the meaning of words they have read</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet <b>Explain the meaning of words in given contexts</b> Begin to discuss language to extend their interest in the meaning and origin of words <b>Begin to use dictionaries to check the meaning of words they have read</b></p>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context <b>Ask questions about vocabulary to improve their understanding</b></p>	<p>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary</p>
<p><b>Explain the intended impact of words and phrases on the reader</b></p>	<p>Recognise and join in with predictable phrases</p>	<p>Discuss their favourite words and phrases from the text</p>	<p>Discuss words and phrases that capture the reader’s interest and imagination</p>	<p>Discuss words and phrases that capture the reader’s interest and imagination giving reasons for their choices <b>Explain why the author has used a particular word or phrase</b></p>	<p>Discuss how language contributes to the overall meaning <b>Discuss how authors use figurative language and the impact of these on the reader</b> Compare the impact of different language devices within a text</p>	<p>Explain how words and phrases create a particular mood, feeling or attitude <b>Consider the impact on the reader of a range of vocabulary and language devices</b> Compare the impact of language devices across texts</p>
<p><b>Recognise and explain how</b></p>	<p>Capture and apply new vocabulary in writing</p>	<p>Collect and apply new vocabulary in writing</p>	<p>Begin to recognise key vocabulary and language</p>	<p>Recognise key vocabulary and language features</p>	<p>Recognise language and vocabulary used by an author for a specific genre</p>	<p>Recognise and compare language and vocabulary features across different</p>

# English – Reading Skills Progression at Nansledan School

<p>language is linked to audience and purpose</p>			<p>features from different genres and apply to writing.</p>	<p>from different genres and apply to writing.</p>	<p>and compare to another author, considering impact on reader.</p>	<p>text types and between authors and consider impact on reader. <b>Suggest how language would need to change for different audiences</b></p>
<h2>Inference</h2>						
<p><b>Inference</b></p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher. <b>Make inferences on the basis of what is being said and done.</b></p>	<p>Make inferences on the basis of what is being said and done.</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. <b>Identify main ideas drawn from more than one paragraph and summarising these</b></p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. <b>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</b> Provide reasoned justifications for their views.</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. <b>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</b> Provide reasoned justifications for their views.</p>
<p><b>Cause and effect</b></p>		<p>Begin to describe (in book talk) cause and effect e.g. the effect a character’s actions have on other characters.</p>	<p>Identify the cause of an event <b>Infer an effect of a specific event or action</b></p>	<p>Identify the multiple causes of an event <b>Infer and comment on a range of possible effects of a specific event or action</b></p>	<p>Infer and comment on the possible causes of events and actions <b>Identify which causes are most/least likely based upon evidence in the text and beyond</b></p>	<p>Infer, comment on and make links between the cause and effects of events and actions <b>Evaluate the impact of different causes and effects on people and places</b></p>
<p><b>Evidence to support and justify opinions</b></p>	<p>Make links to personal experiences <b>Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions</b> Explain clearly what is read to them</p>	<p>Draw upon personal experiences when commenting on a text <b>Draw upon knowledge of the topic outside of the book including other similar books</b> Make simple inferences about character feelings based upon their actions and speech</p>	<p>Justify inferences with evidence <b>Infer characters’ feelings, thoughts and motives</b></p>	<p>Justify inferences with evidence from within the text and experiences and/or reading beyond the text <b>Infer characters’ feelings, thoughts and motives from their actions at different points in a story</b></p>	<p>Justify inferences backed by one type of textual evidence from across the text <b>Infer and explain how a character’s thoughts, feelings or motives have changed over the course of the text</b> Identify statements of fact and opinion</p>	<p>Justify inferences backed by a range of types of evidence from across the text <b>Infer and compare different characters’ thoughts, feelings and motives at the same points in a story</b> Distinguish between statements of fact and opinion using evidence to justify</p>

# English – Reading Skills Progression at Nansledan School

Prediction						
<b>Prediction</b>	Predict whether a book will be story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far	Answer and ask questions predicting what might happen on the basis of what has been read so far. Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other familiar texts	Predicting what might happen from details stated and implied Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts Make predictions based upon background	Predicting what might happen from details stated and implied. Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts	Predicting what might happen from details stated and implied. Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far	<i>Predicting what might happen from details stated and implied.</i> Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence stated and implied
Explanation						
<b>Themes and Conventions</b>	Listen to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. <b>Be encouraged to link what they read or hear read to their own experiences.</b> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <b>Learn to appreciate rhymes and poems, and to recite some by heart.</b> Participate in discussion about what is read to them, taking turns and listening to what others say.	Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Participate in discussion about books, poems and other works that are read to them and those that they can read	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Identify themes and conventions in a wide range of books. Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books. Prepare poems and play scripts to read aloud and to perform, showing	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommend books that they have read to their peers, giving reasons for their choices. Identify and discussing themes and conventions in	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommend books that they have read to their peers, giving reasons for their choices.

# English – Reading Skills Progression at Nansledan School

		<p>for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>and across a wide range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>Identify and discussing themes and conventions in and across a wide range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>
<b>Retrieval</b>						
<b>Retrieval</b>	Answer simple questions about characters, setting and key events in a story	Answer questions about characters, setting/s and key events • Answer find it questions about key information in a non-fiction text	Find and select the word/s in a section of a text to answer find it questions	Find and select words and phrases to answer find it questions from different sections of unknown texts	Find and select words and phrases from across a whole text to answer find it questions	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions
<b>Skimming and scanning</b>		Scan text to find given words and phrases	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	Scan different sections of unknown texts (fiction and nonfiction) to find missing information	Scan different texts to find evidence to support answers to questions Speed read or skim the text to gain the gist or main idea	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography
<b>Sequencing/Summary</b>						
<b>Sequencing</b>	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
<b>Summarising</b>	Identify and discuss the setting and names of the characters in a story	Explain and discuss the key information from what is seen or read (link to sequencing).	Summarise orally and in writing the main points	Summarise orally and in writing the main points	Identify the main ideas from several paragraphs and provide key additional	Identify the main idea from across several paragraphs or sections of

# English – Reading Skills Progression at Nansledan School

			from a paragraph using a wider range of prompts	from several paragraphs or sections of a text	information from a section of the text to support this	the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts
<b>Retelling</b>	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures	Orally retelling a wider range of stories using actions and visual cues from the story	Retell a wide range of stories orally using actions and visual cues	Retell a wide range texts orally which is balanced and clear	See summarising and sequencing boxes	See summarising and sequencing boxes
<b>Recasting</b>			Produce an annotated story/visual map to represent a text that has been read	Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction) Complete diagrams, tables and charts to summarise information	Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations	Summarise in different ways for different audiences and purposes

## Compare and contrast

<b>Identify, discuss and record similarities and differences</b>	Understand the difference between fiction and nonfiction	Read non-fiction books which are structured in different ways Identify and describe some differences between fiction and non-fiction books Compare and contrast two or more versions of the same story e.g. two versions of the same story	Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	Compare and contrast character development in a play to characterisation in stories or narrative poetry Compare and contrast information from different sources about the same topic, identifying similarities in content and structure Compare and contrast the themes, settings, and plots of stories	Identify, compare and contrast the features of a range of different forms of ➤ Poetry ➤ Non-fiction ➤ Fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source Begin to compare and contrast authors' styles	Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoint.
<b>Identify, compare and contrast vocabulary</b>	Begin to identify similar and repeated language which occurs in more than one story e.g once upon a time	Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	Compare and contrast language within a type of story read e.g. fairy tales and plays	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction	Compare the language of poetry, prose and non-fiction for the same theme or information	Compare and contrast different language within and across books

# English – Reading Skills Progression at Nansledan School

<b>Making links</b>	Link reading to personal experiences	Discuss the sequence of events in stories • Discuss how items of information are related in a book • Make links between current and prior reading	Identify and compare themes of fictional stories	Identify and compare themes in a wider range of fiction and nonfiction	Compare how a common theme is presented in a range of texts	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories • Explain the relationship between characters, plot, setting, point of view and theme
<b>Reviewing and Performing</b>						
<b>Discussing and debating</b>	Participate in discussion about what is read to them (stories, poems and nonfiction at a level beyond which they can read independently) Take turns and listen to what others say	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently Participate in discussion about books, poems & other works that they can read for themselves Take turns and listen to what others say Explain their understanding of books poems and other materials that they have read and which have been read to them	Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say Discuss specific events, characters or sections of a text Discuss words and phrases which captures the readers interest and imagination	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say and ask follow up questions to contributions made by others Identify and discuss the purpose of a text and the intended impact on the reader Identify and discuss the difference between fact and opinion Discuss the impact words and phrases which capture the readers interest and imagination	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts	Participate in discussions about books, building on their own and others' ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide reasoned justifications and a wider range of evidence to support their views Comment on the overall impact of a text on the reader
<b>Evaluating and Reviewing</b>	State whether they like a story or poem	State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion	Write structured reviews of a text, stating which were their favourite parts and why	Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements	Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text	Recommend books that they have read to wider audiences e.g. on-line, local library Write independent reviews and give reasons for specific recommendations
<b>Presenting and performing</b>	Recognise and join in with predictable phrases Recite some poems and rhymes by heart	Continue to build up a repertoire of poems learnt by heart, reciting some, with	Prepare poems and play scripts to read aloud and to perform, showing	Prepare poems and play scripts to read aloud and to perform, showing understanding through	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform,	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to

# English – Reading Skills Progression at Nansledan School

	Retell key fairy stories and traditional tales verbally.	appropriate intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally	understanding through volume and action	intonation, tone, volume and action	showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain their understanding by presenting some of their ideas to others	perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain and discuss their understanding of what they have read through formal presentations
<b>Comprehension</b>	Discuss word meanings, linking new meanings to those already known. Check that the text makes sense to them as they read and correcting inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Explain clearly their understanding of what is read to them.	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarising these. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Retrieve and record information from non-fiction.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction.	Make comparisons within and across books. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Retrieve, record and present information from non-fiction. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Make comparisons within and across books. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Retrieve, record and present information from non-fiction. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
<b>Use of function and structural organisers</b>	Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title	Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	Read fiction and non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in nonfiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) Use a range of structural organisers (see previous bullet point) to retrieve	Read fiction and non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in nonfiction texts (Y2/3: contents, headings, index, glossary, subheadings, diagrams + Y4: captions and labels, bibliography)	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/ presentations of fiction and nonfiction





# English – Reading Skills Progression at Nansledan School

			information from non-fiction texts	Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts Identifying how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts)		
<b>Features of different text types</b>	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and nonfiction Begin to describe the overall structure of a story e.g. being about to answer: “What is the problem in the story? Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and nonfiction Begin to describe the overall structure of a story e.g. being about to answer: “What is the problem in the story?	Recognise and describe some typical features, similarities and differences between fiction and nonfiction texts Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action	Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	Identify, compare and contrast the features of a range of poetry, nonfiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres Explain major differences between text types