



WARREN PARK PRIMARY SCHOOL

READING A Progression of Skills for Teaching and Assessment



30 - 50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 		
40 - 60+ months	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 		
ELGs	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>		
Autumn	Signed off by:	Date signed:	Child's year group:
Spring	Signed off by:	Date signed:	Child's year group:
Summer	Signed off by:	Date signed:	Child's year group:



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	<p style="text-align: center;"><u>Decoding</u></p> <p>Use a range of strategies, including accurate decoding of text, to read for meaning</p>	<p style="text-align: center;"><u>Retrieval</u></p> <p>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p style="text-align: center;"><u>Inference and Deduction</u></p> <p>Deduce, infer or interpret information, events or ideas from texts.</p>	<p style="text-align: center;"><u>Structure</u></p> <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p style="text-align: center;"><u>Language Use</u></p> <p>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p style="text-align: center;"><u>Writers' Intention</u></p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of text on the reader.</p>	<p style="text-align: center;"><u>Textual Context</u></p> <p>Relate texts to their social, cultural and historical contexts and literacy traditions.</p>
		<p>Pupils will be encouraged to:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding. • Understand the books they can already read accurately and fluently and those that are read to them. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Clearly explain their understanding of what is read to them. 					
YELLOW	<p>Give sound when shown most Phase Two and Phase Three graphemes.</p> <p>Find most Phase Two and Three graphemes when given the sound.</p> <p>Blend, segment and read CVC words.</p> <p>Read Phase Three tricky words. (Page 194 Letters and Sounds)</p> <p>Read Phase Three decodable words. (Page 194 Letters and Sounds)</p> <p>Read simple sentences.</p> <p>Use phonic knowledge to attempt longer unfamiliar words.</p> <p>Use pictures to help with decoding.</p>	<p>Can listen attentively to a story and poem, and discuss.</p> <p>Recall some aspects of the narrative, drawing on language patterns of stories.</p> <p>Show an understanding of how information can be found in non-fiction texts to answer questions.</p>	<p>Use knowledge of simple sentence structures and related patterns to make predictions and check reading of words.</p> <p>Relate story settings and incidents to own experience.</p>	<p>Know that print carries meaning and in English is read from left to right and top to bottom.</p>	<p>Begin to use the language patterns of stories when retelling familiar stories i.e. fairy tales and traditional stories.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Say if they like a book and identify parts they particularly liked.</p>	<p>Find different books around a simple theme (from teacher prepared selection)</p>
Autumn	Signed off by:			Date signed:		Child's year group:	
Spring	Signed off by:			Date signed:		Child's year group:	
Summer	Signed off by:			Date signed:		Child's year group:	



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B L U E	G R E E N	Give sound when shown any Phase Two or Three grapheme.	Show an understanding of the elements of stories, including main character, sequence of events, openings and endings.	Use an understanding of incidents, characters and settings to make predictions.	Understand and uses correctly, terms referring to conventions of print: book, cover, and blurb.	Can identify and appreciate the patterns and structures of poems and patterned text.	Talk about stories and other texts identifying major points and key themes.	Seek out books around a simple theme.
		Find any Phase Two and Three grapheme when given the sound.	Show an understanding of how information can be found in non-fiction texts to answer, where, who, why or how questions.			Can recite rhymes and poems by heart.	Returns to favourite book, songs, rhymes and poems to be re-read and enjoyed.	
		Blend, segment and read words containing adjacent consonants.						
		Read Phase Four tricky words. (Page 194 Letters and Sounds)						
		Read Phase Four decodable words (Page 194)						
		Sustain independent reading of complete texts at appropriate level.						
Autumn		Signed off by:		Date signed:		Child's year group:		
Spring		Signed off by:		Date signed:		Child's year group:		
Summer		Signed off by:		Date signed:		Child's year group:		
O R A N G E	T U R Q U O I S E	Give the sound when shown any grapheme taught.	Identify and discuss the main events or key points in a text.	Understand the difference between fiction and non-fiction and make predictions based on title, cover and blurb etc.	Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.	Enjoy word play in books; may be able to identify words or phrases they particularly like in books.	Make choices from a selection of texts and begins to justify preferences.	Sort books by theme - own or teacher's criteria.
		Read phonically decodable two and three syllable words.	Use specific information in a text to give answers to simple where, who, why or how questions.	Compare stories, identifying common themes and characters and contribute to discussions.	Show understanding of how simple diagrams and charts add information.			
		Read familiar texts aloud with fluency taking grammar into account.			Understand the terms 'fiction' and 'non-fiction' and uses appropriately when talking about books.			
		Understand the apostrophe represents omitted letters in Phase 5 High frequency contracted words.						
		Understand and spell words with the prefix 'un'						
		Understand and spell words with suffixes -s, -es, -ing, -ed, -er, -est						
Autumn		Signed off by:		Date signed:		Child's year group:		
Spring		Signed off by:		Date signed:		Child's year group:		
Summer		Signed off by:		Date signed:		Child's year group:		
YEAR 1 ACCOMPLISHED								



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		Pupils will be encouraged to: <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding. • Understand the books they can already read accurately and fluently and those that are read to them. • Participate in discussion about books, poems and other works that are read to them, and those they can read for themselves. • Explain and discuss their understanding of books, poems and other material. 					
PURPLE	Give the sound when shown any grapheme taught.	For texts read independently: Recalls ideas and story with support.	Make simple predictions, based on their own experiences, about what may happen in a book.	Describe and explain the differences between fiction and non-fiction texts.	Identify words particularly liked in story books.	Say if they liked a book and identify parts they particularly enjoyed/found funny.	Use prior knowledge, background information and vocabulary provided to understand text.
	Apply phonic knowledge to read unfamiliar and common exception words that are not completely decodable, taking into account what word would make sense.	Find information on a given page in response to a direct question.			Identify rhyming or alliterative words in poetry and fiction.		
	Check that the text makes sense and correct inaccurate reading.						
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Summer		Signed off by:		Date signed:		Child's year group:	
GOLD	Give the sound when shown any grapheme taught.	Recall the main ideas and story.	Make simple predictions based on knowledge of how books develop or end. Adapt these as a book unfolds.	Explain how the main features of non-fiction texts are used.	Find words that help you know e.g. how a character is feeling.	Identify key themes and discuss reasons for events in stories.	
	Read Phase Five Tricky words. (page 194 Letters and Sounds)	Comment on character and setting when questioned.	Make comparisons between books noting similarities and differences e.g. layout, theme, characters, settings.			Discuss favourite words and phrases in a text.	
	Read automatically all Letters and Sounds 100 high frequency words.	Say what they have found out from reading a page in a non-fiction text.					
	Read words from Next 200 Common words. (Page 195 Letters and Sounds)						
	Read aloud unfamiliar texts taking account of simple punctuation and using some expression.						
	Understand and spell words with the suffixes -ment, -ness, -ful, -less						
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WHITE	<p>Read all Next 200 Common Words. (Page 195 Letters and Sounds)</p> <p>Read aloud unfamiliar texts using a wider range of punctuation with appropriate expression.</p> <p>Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context.</p> <p>Read most familiar words quickly and accurately without overt sounding and blending.</p> <p>Sound out most unfamiliar words accurately without undue hesitation.</p>	<p>Recall the main ideas from a wide range of fairy stories and traditional tales, and use these in well-structured retelling.</p> <p>Comment on characters and how they relate to one another.</p> <p>Answer a range of literal questions showing clear understanding.</p> <p>Find the answers to questions about a page or two, both written and oral. (fiction and non-fiction)</p> <p>Generate questions before reading. Use knowledge of text help retrieve specific information.</p>	<p>Gain overall impression of text and make predictions about content/subject of a book by skim reading and by reference to title, contents and illustrations.</p> <p>Discuss the character of people in books and discuss how they know what they are like.</p> <p>Talk about the feelings created by a book.</p> <p>Go beyond own experience or general impression and refer to text to explain meaning.</p>	<p>Confidently use the main features of non-fiction texts.</p> <p>Understand how to use alphabetically ordered text to retrieve information.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Begin to understand the effects of different words and phrases e.g. to create humour, images and atmosphere.</p> <p>Build up a repertoire of poems learnt by heart.</p>	<p>Respond to texts, discussing preferences with reference to favourite characters and to books with similar themes.</p> <p>Respond to a range of both classic and contemporary poetry that is read to them.</p>
	Autumn	Signed off by:	Date signed:	Child's year group:		
	Spring	Signed off by:	Date signed:	Child's year group:		
	Summer	Signed off by:	Date signed:	Child's year group:		
YEAR 2 ACCOMPLISHED						



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	<p style="text-align: center;"><u>Decoding</u></p> <p>Use a range of strategies, including accurate decoding of text, to read for meaning</p>	<p style="text-align: center;"><u>Retrieval</u></p> <p>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p style="text-align: center;"><u>Inference and Deduction</u></p> <p>Deduce, infer or interpret information, events or ideas from texts.</p>	<p style="text-align: center;"><u>Structure</u></p> <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p style="text-align: center;"><u>Language Use</u></p> <p>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p style="text-align: center;"><u>Writers' Intention</u></p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of text on the reader.</p>	<p style="text-align: center;"><u>Textual Context</u></p> <p>Relate texts to their social, cultural and historical contexts and literacy traditions.</p>
		<p>Pupils will be encouraged to:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by listening and discussing a range of fiction, poetry, plays and non-fiction texts. • Understand what they have read in books they can read independently. • Retrieve and record information from non-fiction. • Participate in discussion about books they have read and those read to them. 					
LIME	<p>Understand how pronouns in 1st, 2nd and 3rd person forms are used in sentences and apply this to maintain understanding when reading.</p> <p>Understand how dialogue is punctuated and laid out and read it with appropriate expression.</p> <p>Accurately read words of two or more syllables.</p> <p>Accurately read words that have unusual correspondence between spelling and sound.</p> <p>Sustain silent reading.</p> <p>Automatic decoding is embedded and reading is fluent.</p>	<p>Identify the main point and summarise orally the content of a passage of text.</p> <p>Use notes to summarise the main points from a passage/passages of text.</p> <p>Draw on knowledge of authors and the types of book they write to inform choices.</p>	<p>Explores underlying themes and ideas, making clear references to text.</p> <p>Discuss the actions of the main characters and justify views using evidence from the text.</p> <p>Make predictions based on what has been read so far.</p> <p>Make inferences on the basis of what is said and done.</p>	<p>Use bibliographic knowledge e.g. Recognise how an illustration or diagram relates to accompanying text.</p> <p>Understand the difference between prose and play scripts.</p> <p>Understand the features of page layout in non-fiction texts eg. Titles, sub-headings, labels and charts.</p> <p>Understand how to use an index to locate specific information.</p>	<p>Know how language is used to create effects e.g. Adjectives and adverbs for description and use this knowledge to create detailed mental images.</p>	<p>Evaluate the usefulness of information, e.g. Follow instructions to see if they work.</p> <p>Respond to and evaluate books read making explicit reference to the text.</p>	<p>Make links between the books they have read.</p>
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COPPER	Read aloud with intonation and expression, showing an awareness and understanding of different voices.	Prepare for factual research by evaluating what is known and locating relevant sources to use.	Respond critically to issues raised in stories, locating evidence in the text, exploring alternative courses of action and evaluating the author's solution.	Understand how chapters and paragraphs are used to collect, order and build up ideas.	Understand narrative order and chronology tracking the passing of time in stories.	Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text.	Recognise that some texts are similar.
	Recognise the function of the apostrophe in omissions and pronounce contracted forms correctly.			Make use of non-fiction features eg. Contents to scan and assess for relevance to the intended purpose.	Use dictionaries to check the meaning of unfamiliar words.	Describe and review own reading habits.	Make some simple connections between texts and the time in which they were written or set, with a focus on myths and legends.
	Accurately read new words of two or more syllables.		Make predictions from details stated and inferred.		Discuss words and phrases that capture interest and imagination.		
	Accurately read words that have unusual correspondence between spelling and sound.			Recognise different forms of poetry.	Prepare poems and play scripts to perform, showing intonation, tone, volume and action.		
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Summer		Signed off by:		Date signed:		Child's year group:	
TOPAZ	Read aloud confidently to an audience, with expression and intonation, adapting reading style to audience.	Constructs key questions for factual research.	Distinguish between fact and opinion and recognise the point of view being presented in a text.	Understand and begin to identify different ways in which authors pace, build up and sequence stories.	Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension etc.	Evaluate specific texts with reference to their type e.g. is an advert successful at persuading?	
	Take account of a full range of punctuation and connectives to maintain fluency and meaning when reading.	Understands narrative order and chronology, tracking the passing of time in stories.	Infer characters' feelings, thoughts and motives from their actions and justify with evidence from the text.	Identify the features of different text types e.g. Newspaper reports, non-chronological reports, explanations, persuasion and use appropriate reading strategies.		Ask questions and take part in peer group discussion on books.	
	Sustain silent reading to include longer, more complex texts.	Provide relevant selected information in a book blurb or review.					
Autumn		Signed off by:		Date signed:		Child's year group:	
Spring		Signed off by:		Date signed:		Child's year group:	
Summer		Signed off by:		Date signed:		Child's year group:	
YEAR 3 and 4 ACCOMPLISHED							



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	<p style="text-align: center;"><u>Decoding</u></p> <p>Use a range of strategies, including accurate decoding of text, to read for meaning</p>	<p style="text-align: center;"><u>Retrieval</u></p> <p>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p style="text-align: center;"><u>Inference and Deduction</u></p> <p>Deduce, infer or interpret information, events or ideas from texts.</p>	<p style="text-align: center;"><u>Structure</u></p> <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<p style="text-align: center;"><u>Language Use</u></p> <p>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.</p>	<p style="text-align: center;"><u>Writers' Intention</u></p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of text on the reader.</p>	<p style="text-align: center;"><u>Textual Context</u></p> <p>Relate texts to their social, cultural and historical contexts and literacy traditions.</p>
	<p>Pupils will be encouraged to:</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they have read. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books read both independently and as a class, challenging different viewpoints. Explain and discuss their understanding of what has been read through formal presentations and debate. 						
RUBY	<p>Use knowledge of words, roots, derivations and spelling patterns to read unknown words.</p> <p>Know how to work out the pronunciation of homophones using the context of the sentence.</p>	<p>Locate information confidently and efficiently by using appropriate skills e.g. skimming, scanning, text marking, using ICT skills.</p> <p>Use the blurb, front cover, and review to make informed decisions about which books to read.</p>	<p>Use knowledge of fiction and non-fiction texts to make and confirm predictions of either structure or content whilst reading.</p> <p>Recognise how characters are presented in different ways and respond to these with reference to the text.</p> <p>Infer meaning with reference to the text but also applying wider experience, e.g. why is a character behaving in a particular way.</p>	<p>Know structures and grammatical features of a range of non-fiction text types, e.g. explanations, recounts, persuasive texts.</p> <p>Make use of features that enable the reader to locate specific information e.g. contents, sections, headings.</p> <p>Identify features of different genres e.g. science fiction, adventure, myths and legends.</p>	<p>Understands the difference between literal and figurative language, e.g. by discussing the effects of imagery in poetry and prose.</p>	<p>Evaluate texts critically by comparing how different sources treat the same information.</p> <p>Take part in peer group discussions and be prepared to widen reading experience based on recommendations.</p> <p>Identify the point of view from which a story is told and respond e.g. by telling the story from a different point of view.</p> <p>Develop an active interest / response to own reading e.g. by empathising with characters, imagining events.</p>	<p>Expand the range of fiction, poetry, plays and non-fiction read.</p> <p>Become familiar with a range of books from other cultures and traditions.</p>
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Spring	Signed off by:		Date signed:		Child's year group:		
Summer	Signed off by:		Date signed:		Child's year group:		



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EMERALD	Use knowledge of words derivations and words formation e.g. Prefixes, acronyms and letter omission, to construct the meaning of words in context.	Discuss and summarise main ideas and identify key supporting details.	Analyse how messages, moods feelings and attitudes are conveyed in poetry and prose using inference and deduction and making reference to the text.	Identify the correct language conventions and features of different text types to sustain understanding when reading extended texts or from a range of sources.	Identify and describe the styles of individual writers and poets.	Comment on the success of texts and writers in evoking particular responses in the reader.	Make links between different texts which share characters, settings or features.
	Apply grammatical knowledge when re-reading complex sentences with appropriate phrasing and intonation.	Secure the skills of skimming, scanning and efficient reading so that research is fast and effective.			Learn a selection of poetry by heart.	Comment critically on the overall impact of poetry and prose with reference to a range of features, e.g. use of language, development of themes.	Become familiar with writing from our literary heritage.
	Read fluently, understanding and using more sophisticated punctuation marks, e.g. colon, semi-colon, parenthetical commas, dashes and brackets.	Decide on quality/usefulness of a text by skim reading to gain an impression using bibliographic knowledge.		Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading.	Perform poetry and plays, showing intonation, tone and volume.		
	Understand the use of connectives as signposts to indicate a change of tone, voice or opinion and apply this to maintain understanding when reading specific text types.	Make brief, clearly organised notes of key points.		Recognise a range of genres by their key features.		Declare and justify personal preferences for writers and types of overall text.	
Autumn	Signed off by:		Date signed:		Child's year group:		
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Summer	Signed off by:		Date signed:		Child's year group:		
SAPPHIRE	Adopt active reading approaches to engage with and make sense of text, e.g. visualising, predicting, empathising and relating to own experience.	Use notes to present findings in discussion, oral presentations and different types of books or other writing.	Distinguish between implicit and explicit points of view.	Compare and contrast the ways information is presented in different forms.	Understand technical terms like metaphor, simile, imagery, style and effect.	Articulate personal responses to literature identifying how and why the text affects the reader.	Make simple comments about how a writer's context affects what appears in the text.
		Appraise the value and relevance of information found and acknowledge sources.	Infer and deduce meaning meanings using evidence in the text, identifying where and how meanings are implied.	Identify using appropriate terminology the way non-fiction match organisation to their intentions.		Distinguish between the attitudes and assumptions of characters and those of the author.	
				Comment upon how writers convey setting, character and mood through sentence structure.		Appraise a text quickly and effectively.	
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DIAMOND		<p>Skim and scan to clearly identify the most relevant points, including those selected from different places in the text.</p> <p>Support general comments by relevant textual reference or quotation.</p>	<p>Compare and contrast points of view which are hinted at with those that are openly stated.</p> <p>Analyse how an author has created messages, moods, feelings and attitudes using textual evidence i.e. speech.</p>	<p>Comment on structural choices, showing some general awareness of author's craft</p> <p>Explain the techniques the author has used to organise a text.</p> <p>Comment on the genre-specific language an author has used to present information in a non-fiction text.</p>	<p>Compare and contrast the styles of individual writers and provide examples.</p> <p>Analyse how the author has created different messages, moods, feelings and attitudes through language choices.</p>	<p>Clearly identify the main purpose of the text through a general overview.</p> <p>Comment on the overall impact of poetry and prose and explain how themes are developed.</p>	<p>Identify and explain similarities and differences between texts, or versions of the same story.</p>
		<p>Explore a text to support and justify predictions and opinions. (Point + evidence + explanation + evaluation).</p>	<p>Develop explanation of inferred meanings drawing on evidence across the text from beginning to end.</p>	<p>Identify various features relating to organisation at text level, including language intonation and the form it takes.</p> <p>Compare the language choices the author has made to present information over a range of non-fiction texts.</p>	<p>Compare, contrast and begin to explore the styles of writers and poets finding some specific examples in the texts.</p>	<p>Clearly identify the viewpoint in a text and provide a simple explanation.</p> <p>Express and justify reading and author preferences.</p>	<p>Give some explanation of how the contexts (historical and/or cultural) in which texts are written and read, contribute to meaning,</p>
		<p>Collect and organise relevant key ideas from a range of sources.</p>	<p>Identify, analyse and evaluate a range of techniques used to create moods, feelings, messages and attitudes.</p>	<p>Identify and explain the effects of various features relating to organisation at text level, including language intonation and the form it takes.</p> <p>Relate the above in evaluating its usefulness for delivering a theme and</p>	<p>Identify various features of writers' use of language and explain why this has been chosen.</p> <p>Describe and evaluate the styles of different writers, finding examples and justify interpretations.</p>	<p>Express a general awareness of the effect of a text on the reader and offer some explanation.</p> <p>Articulate responses to literature and identify how and why that particular text affects the reader.</p>	<p>Compare and contrast themes, characters and features across a range of texts, and evaluate their usefulness with regards to source, history and author.</p>



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				the overall purpose of the text.	Recognise and discuss irony and how it affects the text.		
	Clearly identify relevant points and include a summary and synthesis of information from different sources or different places in the same text. Make comments that incorporate apt textual reference and quotation to support main ideas or argument.	Make detailed inferences, securely based in textual evidence. Identify different layers of meaning within a text and attempt detailed exploration of them. Consider the wider significance and implications of the ideas and information presented in a text.	Explore in some detail how the writer has used structure to support the theme or purpose of the text Comment on how a range of different textual features contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas.	Explore the writer's use of language in detail, using correct terminology e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text Draw together general comments on how the writer's language choices contribute to the overall effect on the reader, e.g. all the images of flowers make the events seem less horrific and makes it even sadder'	Understand and explore how language choices can develop a theme or create contrast within a text. Draw together and demonstrate evidence from across a text and make conclusions about the effect of language on the reader.	•Explore and make comparisons between the conventions and features used by writers from different periods. Discuss in depth how the context in which a text was written affects its meaning.	

YEAR 5 and 6 ACCOMPLISHED

Autumn	Signed off by:	Date signed:	Child's year group:
Spring	Signed off by:	Date signed:	Child's year group:
Summer	Signed off by:	Date signed:	Child's year group: