Merton Curriculum and Assessment Support Package
- Progression Map for Reading -

Key: National Curriculum statements   *Non-statutory National Curriculum guidance*   Teacher Assessment Frameworks (TAFs)   Additional statements from HfL

Strand		ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	Decoding and phonological awareness	Pupils use phonic knowledge to decode regular words and read them aloud accurately.	Applies phonic knowledge and skills as the route to decode words.	Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.				
			Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	In age-appropriate books, the pupil can sound out most unfamiliar words accurately, without undue hesitation.				
			Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				
				Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.				
			Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Reads words containing common suffixes.				
			Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s	The pupil can read most words containing common suffixes*				
				Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.				

Strand		ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	Decoding and phonological awareness		Reads other words of more than one syllable that contain taught GPCs.	Reads accurately words of two or more syllables that contain the taught graphemes, including alternative sounds.				
				The pupil can read accurately most words of two or more syllables				
			Reads 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. They re-read these books to build up their fluency and confidence in word reading.	Reads aloud books closely phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. They re-read these books to build up their fluency and confidence in word reading.				
			Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.	*As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.*				
			Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the EYFS to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 PoS in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly .	*Pupils who are still at the early stages of learning to read should have ample practice reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words.*	*At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. Pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. As far as possible, however, these pupils should follow the year 3 and 4 English – key stages 1 and 2 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.*		*At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding. However, as far as possible, these pupils should follow the upper key stage two programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures and having a chance to talk about these.*	

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Word reading	Sight recognition and fluency	Pupils read some common irregular words	Reads common exception words, noting any unusual correspondences between spelling and sound and where these occur in the word.	Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word,	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
				The pupil can read most common exception words*.	Applies 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.		Applies 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.	
		Pupils read and understand simple sentences.	Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy	In age-appropriate books, the pupil can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.				

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Knowledge about language	Recognition and understanding of language structures			Identifies complete sentences.			Understands how authors use a variety of sentence constructions *e.g.relative clauses for detail.*	Identifies how the author signals changes the narration, time and place noting the effect that this has on the reader, and how an author varies pace by using direct or reported speech at different points in a story.	
							Notices key words/ phrases used to convey passing of time to introduce paragraphs or chapters.		
					Identifies words and phrases that link events.	Identifies and understands the meanings of a wide range of conjunctions used to link events.	Identifies how specific words and phrases link sections, paragraphs and chapters.	Notes how cohesion is achieved in different ways.	Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs.
					Identifies that adverbs help to tell us how the character is feeling.	Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?	Identifies figurative and expressive language that builds a fuller picture of a character.	Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader.	
					Identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed …." or … he shouted.				
					Discusses effective language choices, *e.g. 'slimy' is a good word there because* …	Identifies new vocabulary and sentence structures and discusses to develop understanding.	Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place.		
					Identifies how settings and characters are created using specific vocabulary that creates imagery.	Analyses the use of language to set scenes, build tension or create suspense.	Identifies how authors use precise vocabulary to meet the intended purpose/effect.		
						Identifies how settings are used to create atmosphere *e.g. what words/phrases in this description indicate that bad things might be about to happen?*	Notes examples of descriptive language and explains the mood or atmosphere they create.	Identifies examples of effective description that evoke time or place commenting both on word and sentence choice.	
						Understands what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.		Understands what they read by identifying how language, structure and presentation contribute to meaning.	
					Begins to understand that written language (Standard English) has conventions that do not apply to spoken language.	Identifies how language, structure and presentation (font size, bold, calligrams) contribute to meaning.		Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader.	
						Comments on use of language using terminology including alliteration, rhythm, rhyme, simile.		Uses technical and other terms needed for discussing what they hear and read e.g. *metaphor, simile, analogy, imagery, style and effect.*	

Strand		ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genre knowledge	Vocabulary and meaning		Develops pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known in context.	Develops pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	Develops positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.		Uses a range of strategies to identify the meaning of new vocabulary.	
			Develops pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.	Develops pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.	Develops positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.		Notes words and phrases in pre twentieth century writing which have changed their meaning over time.	
			Understands both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.		Understands what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.		Understands what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	
			Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. This can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.	*The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.*				
	Literacy knowledge: text range		Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Maintains positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
			Develops pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Develops pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Develops positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.		Maintains positive attitudes to reading and understanding of what they read by increasing 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.	

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Genre knowledge	Literary knowledge: narrative texts			Begins to understand how written language can be structured differently according to genre *e.g. in order to build surprise in a narrative or present facts in non-fiction.*	Develops pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related e.g. answers questions such as 'Which event happened first? What happened before he fell over?'	Develops positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.		Maintains positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.	
						Understands what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.		Understands what they read by identifying how language, structure and presentation contribute to meaning.	
						Develops positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.		Maintains positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.	
				Identifies typical phrases e.g. story openings and endings.	Identifies simple literary language stories e.g. in traditional tales.	Recognises different narrative genres.			
				Knows the voice telling the story is the narrator.	Identifies elements of an author's style e.g. familiar characters, settings or common themes in traditional tales.				
				Identifies the beginning, middle and end of stories.	Explains differences between fiction and non-fiction.	Identifies the structure and features of a range of non-fiction, narrative and poetry texts.	Recognises the introduction, build-up, climax or conflict and resolution in narrative.	Recognises the style of different authors and recognises their intended audience.	Considers when a story was first published, and discusses the author's intended audience when reading texts from our literary heritage.
	Literary knowledge: non-fiction texts				Develops pleasure in reading, motivation to read, vocabulary and understanding by sharing non-fiction books that are structured in different ways.	.			
				Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.	Recognises and explains the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response.*	Identifies the structure and features of a range of non-fiction, narrative and poetry texts and how language structure and presentation (font size, bold, calligrams) contribute to meaning	Identifies the structure and features of a range of non-fiction, narrative and poetry texts	Identifies conventions across a range of non-fiction text types and forms (e.g. first person in autobiographies) and can suggest reasons for a common convention being broken or ignored.	Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups.
				Identifies how non-fiction texts are sequenced.	Develops pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. - e.g. that information is grouped according to subject.	Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions.			Recognises how the authors of non-fiction texts express, sequence and link points.
					Shows awareness of use of features of organisation e.g. index, bold headings.	Identifies how language, structure and presentation (font size, bold, calligrams) contribute to meaning.	Analyses how structural and presentational features contribute to purpose in a range of texts.		

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Genre knowledge	Literary knowledge: poetry		Develops pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.	Develops pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Develops positive attitudes to reading and understanding of what they read by recognising some different forms of poetry e.g. free verse, narrative poetry, *cinquain, haiku, calligram, kenning.*		Maintains positive attitudes to reading and understanding of what they read by preparing 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.	
					Develops positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Maintains positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart.	
			Identifies pattern in poetry.	Develops pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.		Identifies the structure and features of a range of non-fiction, narrative and poetry texts.	Comments on the use of language using terminology including onomatopoeia, metaphor and personification.	Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources e.g. wider reading.
Language comprehension strategies	Retrieving information		Retrieves key information from a text and discusses the significance of the title.	Retrieves information stated within text (may not be obvious).	Retrieves and records information from non-fiction.		Retrieves, records and presents information from non-fiction.	
				Begins to use dictionaries, glossaries and indexes to locate meanings and information.	Extracts information from tables and charts.	Identifies events that are presented in more detail and those that are skimmed over.	Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text.	Recognises how the author of non-fiction texts expresses, sequences and links points.
					Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts.			
			Explains clearly their understanding of what is read to them.	Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
				Refers back to and uses the text for evidence.	Refers back to the text for evidence when explaining.	Identifies key words and phrases and evidence when making a point.		
					Retrieves information from text where there is competing (distracting) information		Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information.	
				Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she …'			Comments on how a character is built and presented, referring to dialogue, action and description.	

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Language comprehension strategies	Monitoring understaning and sharing ideas	Pupils demonstrate understanding when talking with others about what they have read.	Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. They observe punctuation and use this to aid understanding.		Understands what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.		Understands what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	
			Re-reads to self-correct if meaning is lost.	Self-corrects spontaneously and at the point of error.				
				In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading.				
				Sustains interest in longer narratives (e.g. a short chapter book) and sustains silent reading most of the time.				
			Participates in discussion about what is read to them, taking turns and listening to what others say.	Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participates 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.		Participates 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.	
				Develops pleasure in reading, motivation to read, vocabulary and understanding by discussion their favourite words and phrases.	Develops positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.		Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader. e.g. expressive or figurative language, range of sentence structure, repetition etc.	
			Comments on things that interest them.			Listens to the opinions of others and adjusts own thinking/ understanding where appropriate.		Expresses and justifies personal preferences regarding significant authors/poets.
			Expresses preferences linked to own experiences *e.g. 'I like going to the beach too'.*			Expresses personal preferences regarding the work of significant authors/poets.	Maintains positive attitudes to reading and understanding what they have read by recommending books that they have read to their peers, giving reasons for their choices.	
	Questioning and clarifying		Asks questions to clarify	Understands both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.	Understands what they read, in books they can read independently, by asking questions to improve their understanding of a text *e.g. 'I wonder if this is like… because (linking to other texts); 'Perhaps he did that because (linking own experiences/ that of other characters)*		Understands what they read by asking questions to improve their understanding.	
							Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that moves the group's thinking on.	Generates open questions to explore a range of possibilities and justifies responses in relation to the text.

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Language comprehension strategies	Predicting			Understands both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.		Understands what they read, in books they can read independently, by predicting what might happen from details stated and implied.		Understands what they read, in books they can read independently, by predicting what might happen from details stated and implied.	
				Predicts events and endings.	Predicts some key events of a story based on the settings described in the story opening.				
					Predicts with increasing accuracy during reading and then adapts prediction in the light of new information.	Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct.	Predicts on the basis of mood or atmosphere how a character will behave in a particular setting.		
	Analysing and comparing texts, and making connections					Recognises the move from general to specific detail.	Exemplifies the move between generalisations and specific information.	Analyses paragraph structures in similar texts commenting on similarities and differences.	
						Analyses and compares plot structure.	Analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint.	Analyses the structure of more complex non-linear texts (fiction/ non-fiction; print or electronic) *e.g. stories with flashbacks or other time shifts; hyperlinked web pages).*	Analyses dialogue at certain points in a story and summarises its purpose e.g. *to explain plot, show character and relationships, convey mood or create humour.*
									Identifies how authors use a range of narrative structures e.g. *stories within stories, flashbacks* and demonstrates understanding by re-telling/writing the the narrative using a different structure.
						Comments on the effects of scene changes e.g. moving from a safe to a dangerous place to build tension.	Comments on differences between what characters say and what they do.	Identifies whether changes in characters met or challenged the reader's expectation.	Explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. *'I didn't like this character at the beginning because …. but …*
							Analyses how poetry is structured and its effect on the reader.	Checks whether viewpoint changes in the story.	
				Develops pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to their own experiences.		Identifies with characters and makes links with own experiences when making judgements about the characters' actions.	Explains similarities and differences with own experiences.		Justifies personal response to narratives with suitable expansion e.g. *whether it was believable, whether dilemmas were resolved satisfactorily.*
								Maintains positive attitudes to reading and understanding what they read, by making comparisons within and across books.	

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Language comprehension strategies	Summarising texts					Understands what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.		Understands what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
					In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.	Summarises the main ideas from a text.	Summarises the main ideas of a non-fiction text.	Summarises main ideas from more than one text to support note taking	Discusses main ideas from a text within a group and summarises the discussion.
									Summarises competing views.
							Explains and justifies an opinion on the resolution of an issue/whole narrative.	Analyses information from tables and charts and can incorporate this information into a summary of the whole text.	
	Making inferences			Understands both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.		Understands what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Understands what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
					In a familiar book that they can already read fluently, the pupil can answer questions and make some inferences.				
					Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself.			Recognises that characters may have different perspectives in the story.	
				Identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.'	Demonstrates empathy with characters looking at descriptions and actions.	Identifies with characters and makes links with own experiences when making judgements about the characters' actions.	Makes deductions about characters' motives and feelings and explains whether their behaviour was predictable or unexpected.	Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text.	Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody.
							Explores alternative outcomes to issues.		
					Identifies evidence of change as a result of events, for example in character behaviour.	Infers characters' feeling, motives, behaviour and relationships based on descriptions and their actions in the story.	Comments on the way key characters respond to a problem.	Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes.	
				Uses different voices for characters when reading dialogue aloud.	Explains how the way a character speaks reflects their personality.	Identifies evidence of relationship between characters based on dialogue and behaviour.	Makes deductions about motives and feelings that might lay behind characters' words.	Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context.	
				Uses different voice pitch to indicate whether they are reading an exclamation or question.			Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives.		

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Language comprehension strategies	Making inferences		With support, justifies their views about texts they have had read to them e.g. uses the word 'because'.	With support, justifies their views about what they have read.	Justifies their views about what they have read.	Justifies opinions of particular characters.	Provides reasoned justifications for their views.	
					Suggests reasons for actions and events.	Explains the decisions that authors make in setting up problems for the characters and choosing how to resolve them.	Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text.	
				Identifies how settings and characters are created using specific vocabulary that creates imagery.	Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?	Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'.	Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development.	Analyses why and how scene changes are made and how they affect characters and events.
					Analyses the use of language to set scenes, build tension or create suspense.			
				Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour.	Begins to identify themes across texts e.g. friendship, good and evil, bullying	Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss	Identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.	Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text.
								Provides evidence to explain how themes emerge and conventions are applied in a range of genres.
								Explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choses for the grouping, and considering the order of the poems in the compilation.
				Evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why.		Identifies techniques used by the author to persuade the reader to feel sympathy or dislike	Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue.	Explains the author's intent e.g. explains how the author has tried to manipulate the emotions/bias of the reader.
						Evaluates texts for their appeal for the intended audience.		Justifies agreement or disagreement with narrator's point of view when evaluating a text.
							Distinguishes between fact and opinion.	
								Distinguishes between implicit and explicit points of view.
								Draws reasoned conclusions from non-fiction texts which present differences of opinion.