

Clarify vocabulary: progression in meaning of words



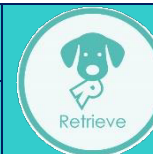
Year group	National curriculum	Skill progression	Questions
3	Explore the meaning of words in context	<ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination 	Find and copy one word which shows that... What does... mean in this sentence? What do the words ... mean? Which word is closest in meaning to _? (Give options) Find and copy one word which means... What does the word ___tell you about...? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you... Select a word that shows... Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as
4	Explore the meaning of words in context	<ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination 	Find and copy one word which shows that... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means... Why is the word __in inverted commas? What does the word ___tell you about...? Choose the best words to match the description (multiple choice x 4) Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as

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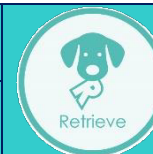
Year group	National curriculum	Skill progression	Questions
5	Explore the meaning of words in context	<ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context 	Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word __in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?
6	Explore the meaning of words in context	<ul style="list-style-type: none"> Discuss understanding and identify the meaning of words in context 	Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word __in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?

Progression in retrieval



Year group	National curriculum	Skill progression	Questions
3	<p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p>	<ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Answer literal retrieval questions and locate the information in the text • Locate information using skimming • Use a contents page and an index page to locate information 	<p>List... Match... Underline / highlight... Choose... What is...? Why had...? Who else...? What event...? Why do...? Why has..? Where is? Give one... Name two... Tick... Two columns. Which two...? Where is the contents page/ index/ chapter on...? Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. What are the ___for? How do the sub-headings make the text easier to read? Match the sub-heading to the paragraph Can you explain how information is related in this book? Where would you find information about...? What is one (name) that ___have been called? Why is the word ___in bold print / italics? What features could a ___text have?</p>
4	<p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p>	<ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Extract information from the text • Locate information using skimming and scanning • Decide on a question that needs answering and locate the answer in a non-fiction book • Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) 	<p>Which two...? What is...? Why had...? Who else...? What event...? Why do...? Why has..? Where is? List... Match... Underline / highlight... Choose... Give one... Name two... Tick... Two columns. Where is the contents page/ index/ chapter on...? Give two reason... Find a description of/ a piece of text relating to... Find and copy two things... What are the ___for? How do the sub-headings make the text easier to read? What is the purpose of the illustrations/diagrams/fact boxes? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that ___have been called? Why is the word ___in bold print / italics? What features could a __text have? Number these facts in order of importance.</p>

Progression in retrieval



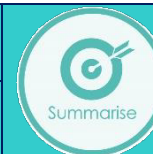
Year group	National curriculum	Skill progression	Questions
5	<p>Ask questions to improve their understanding</p> <p>Retrieve, record and present information from non-fiction</p>	<ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract increasingly complex information from the text • Plan what information needs to be found with guidance • Make simple notes • Apply information retrieval skills across the curriculum 	<p>What is...? Why had...? Who else...? What event...? Why do...? Why has..?</p> <p>Give one... Name two... Explain why... Two columns. Tick either based on a question</p> <p>How do people feel about the...?</p> <p>Which words would best complete (statement) 4 tick boxes</p> <p>Look at the _____. Who.....?</p> <p>What is happening after/before...?</p> <p>True or false – table of 4 statements</p> <p>What is the name of _____?</p> <p>Why is it important for... ? tick one</p> <p>Complete the table (headings with a series of bullet points requiring retrieval from the text)</p> <p>Where did (character) find the?</p> <p>Give two pieces of evidence that...</p> <p>Number these (5) facts in the order that they happen.</p> <p>How did _____react when....?</p> <p>What was one effect of...?</p>
6	<p>Ask questions to improve their understanding</p> <p>Retrieve, record and present information from non-fiction</p>	<ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract complex information from the text • Use quotations to illustrate ideas • Plan and decide independently what information needs to be searched for • Make appropriate notes from research using a variety of sources • Apply information retrieval skills across the curriculum 	<p>What is...? Why had...? Who else...? What event...? Why do...? Why has..?</p> <p>Give one... Name two... Explain why... Two columns. Tick either based on a question.</p> <p>What conclusion does ... draw from this?</p> <p>How do people feel about the...?</p> <p>Which words would best complete (statement) 4 tick boxes</p> <p>Look at the _____. Who.....?</p> <p>What is happening after/before...?</p> <p>True or false – table of 4 statements</p> <p>Why is it important for... ? tick one</p> <p>Complete the table (headings with a series of bullet points requiring retrieval from the text)</p> <p>Where did (character) find the?</p> <p>What do _____spend time doing?</p> <p>Give two pieces of evidence that...</p> <p>Number these (5) facts in the order that they happen.</p> <p>How did _____react when....?</p> <p>What was one effect of...?</p> <p>What does the poet ask....?</p> <p>What evidence is there that this was written for...?</p> <p>How does the writer show they had mixed feelings about...?</p>

Progression in sequencing/summarising



Year group	National curriculum	Skill progression	Questions
3	Identify main ideas drawn from more than one paragraph and summarise these	<ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these 	<p>Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? 1 minute timer. Highlight the text every time you see the word _____. Match the sub-heading to the main text.</p>

Progression in sequencing/summarising



Year group	National curriculum	Skill progression	Questions
4	Identify main ideas drawn from more than one paragraph and summarise these	<ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these 	<p>Can you number these events 1-4 in the order that they happened? Order the sections of text. Retell the negative/positive events in the story. Can you summarise in a sentence what this paragraph tells us? Match one word to summarise each paragraph? Use 5 words to describe what the story is about. Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph/subheading/headline tell us? Match the sub-heading to the main text. 1 minute timer. Highlight the text every time you see the word _____.</p>
5	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	<ul style="list-style-type: none"> Use the skills of skimming and scanning to identify key ideas 	<p>Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in __ words? Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph tell us? Scan the text for ____ (word) What can you tell about ____? What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph. Choose 5 words which summarise the meaning of the text/paragraph.</p>
6	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	<ul style="list-style-type: none"> Use the skills of skimming, scanning, text-marking and note taking to identify key ideas 	<p>Which section of the text is likely to inform readers that... Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in __ words? The character in three words? Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words. Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about _____?</p>

Progression in inference



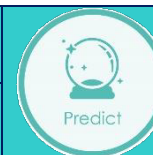
Year group	National curriculum	Skill progression	Questions
3	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	<ul style="list-style-type: none"> • Discuss the actions and relationships of the main characters and justify views using evidence from the text • Discuss the relationship between characters based on dialogue • Use clues from action, dialogue and description to establish meaning • Identify themes and conventions in a range of books 	<p>How did (character) feel when...? What did (character) describe as ...? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of....? How do you feel about (character)? Why? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view. What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? What is the main theme in this story? (e.g. good over evil, weak over strong, friendship, magic) What is the main theme of this information? What are the magical objects in these stories? What is similar/different? How can you tell that... Give one piece of evidence. Explain two ways... using evidence from the text to explain your answer.</p>
4	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	<ul style="list-style-type: none"> • Empathise with different characters' points of view (implicit and explicit) • Identify the use of descriptive and expressive language to build a fuller picture of a character • Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings • Discuss the relationship between what characters say and do - do they always reveal what they are thinking? • Discuss, moods, feelings and attitudes using inference and deduction • Identify themes and conventions in a wide range of books 	<p>(Quote) What else in the text tells us that...? What impression do you get of....? How do you feel about (character)? Why? How was the character feeling at (point in the story) and how do you know? (Quote) Why does she (action)? What dilemma did (character) face in the beginning/middle/end of the story? What did he/she decide to do? Why? What would you do? How did (character) respond in the dilemma? How did (character) feel in the dilemma? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? What attitude does (character) have towards (character)? What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? Who is the hero/villain/victim/champion in the story? How do you know? How can you tell that... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully.</p>

Progression in inference



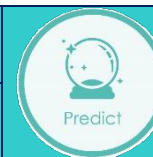
Year group	National curriculum	Skill progression	Questions
5	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<ul style="list-style-type: none"> Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions say about their character Recognise that characters may have different perspectives on events in stories Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing 	<p>(Quote) What else in the text tells us that...? What makes / How does the author make us think...? Tick one box to show whether each statement is a fact or an opinion. What impressions do you get of....? Give two How do you feel about (character)? Why? (Quote) Why does she/he...? What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the character is feeling/acting/reacting? Match an event to a character's feeling. (Event) How did (character) react? Did (character) react the same or in a different way? What suggests / implies that... Give two things. How can you tell... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully. What do you learn about the writer's attitude towards...? How does the writer try to...?</p>
6	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Identify characteristics of stock characters in a variety of genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing 	<p>What is (character) thinking about after/when – 4 thought bubble tick boxes Statement. This suggest that.... Tick one (of 4) Statement. Give two ways they are important. What does it mean when she says this? What impressions do you get of the relationship between _____ and _____? Tick one box to show whether each box is a fact or opinion. What other impressions do you get (after a more obvious one has been stated)? Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'. Why does she 'hesitate'? What is one thing that does not change through.....? Tick two sections/verses that are about</p> <p>What suggests that (setting) was not well looked after? How can you tell that (character) was determined to? Give two reasons why he does/doesn't want..... How can you tell that there was something strange about.....? Give two.</p>

Progression in prediction



Year group	National curriculum	Skill progression	Questions
3	Predict what might happen from details stated and implied	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Setting (place, time, weather, atmosphere): what might happen here? Which settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event)</p>
4	Predict what might happen from details stated and implied	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Which details tell us about the setting/mood/atmosphere? What might happen here? Have you been to a setting like this before? Have you read about a similar setting in another story? How will the character behave here? What is your impression of this place? How might the character react/behave here?</p>

Progression in prediction



Year group	National curriculum	Skill progression	Questions
5	Predict what might happen from details stated and implied	<ul style="list-style-type: none"> Make predictions based on details stated and implied Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Do you know any stories with a similar theme / setting? Predict the text from titles and sub-heading. Predict vocabulary and text features.</p>
6	Predict what might happen from details stated and implied	<ul style="list-style-type: none"> Make predictions based on details stated and implied Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it Refer to the text to support predictions and opinions 	<p>Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Will both characters go on the same journey in this story? What will happen to them both? What will the plot of this story be? What is the structure of this narrative? Predict from key words throughout the text – use to predict plot. Predict plotlines from headlines. Predict content. Predict vocabulary. Predict text type – what features will you see in this text? Predict plot from sentences about events.</p>

Progression in structure and organisation



Year group	National curriculum	Skill progression	Questions
3	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"> • Identify the features of some non-fiction text types • Identify and discuss the use of contents and index pages to locate information in non-fiction texts • Begin to understand the purpose of the paragraph and how they help to group information • Discuss why the author has chosen a range of vocabulary to describe a character or a setting 	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on... How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that ____have been called? Why is the word __in bold print / italics? What features could a ___text have? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order. Explain why the author used _____(noun phrases, vocabulary) to describe a character. Explain why the author used _____(noun phrases, vocabulary) to describe a setting. How does the writer make it interesting / engaging/ exciting in the first paragraph/ ending? Explain how the paragraph gives a positive / negative impression of the setting.

<p>4</p>	<p>Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts • Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) • Understand how paragraphs can organise ideas around a theme and can build up ideas across a text • Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes 	<p>Find the features in different types of writing – letters, diary writing, non-fiction features (labels, title, subheadings, diagram, contents page, index, glossary) What features could a ___text have? How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that ___have been called? Why is the word ___in bold print / italics? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order alphabetically. Explain why the author used _____(noun phrases, vocabulary) to describe a character's feeling or attitude. Explain why the author used _____(noun phrases, vocabulary) to convey a mood. How does the writer make it interesting / engaging / exciting in the first paragraph/ending? Explain how the paragraph gives a positive / negative impression of the setting. Explain the theme of the paragraph. What is the structure of the paragraphs across the text?</p>
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Progression in structure and organisation



Year group	National curriculum	Skill progression	Questions
5	<p>Read books that are structured in different ways</p> <p>Identify how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • Identify and discuss the structural devices the author has used to organise the text. • Identify vocabulary chosen to convey different messages, moods, feelings and attitudes • Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect • Describe and compare the styles of individual writers and poets, providing evidence • Comment and compare the language choices the author has made to convey information over a range of non-fiction texts. 	<p>Name two of the difficulties (character) had in the story. Explain how they dealt with them.</p> <p>Explain how the text has been arranged to support the reader. Why?</p> <p>Can you explain how writers have similar/ contrasting styles?</p> <p>Explain how figurative language (similes, metaphors, personification) contributes to meaning.</p> <p>Explain why the author used _____(noun phrases, figurative language) to describe a character's feeling or attitude.</p> <p>Explain why the author used ____ (noun phrases, figurative language) to convey a mood.</p> <p>Do you agree with the way the problem was solved/ story ended? Explain</p> <p>How do the sub-headings make the article easier to read?</p> <p>What are the ___for? What is the purpose of...?</p> <p>How does ... create an atmosphere of ...?</p> <p>Were there any clues that... would happen?</p> <p>How does... prepare the reader for the ending?</p> <p>Explain why... has been placed at the beginning</p> <p>What is the purpose of the text? How do you know?</p> <p>How does the writer make it interesting / engaging / exciting?</p> <p>Explain how the passage gives a positive / negative impression of...</p> <p>Explain how this text is suitable for...</p>
6	<p>Read books that are structured in different ways</p> <p>Identify how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • Comment on the structural choices the author has made when organising the text • Explain how the structural choices support the writer's theme and purpose • Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes • Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations • Compare, contrast and explore the styles of writers and poets, providing evidence and explanations • Identify and discuss irony and its effect 	<p>Name two of the difficulties (character) had in the story. Explain how he/she dealt with them.</p> <p>Explain how the text has been arranged to support the reader. Why?</p> <p>Can you explain how writers have similar/ contrasting styles?</p> <p>Explain how figurative language (similes, metaphors, personification) contributes to meaning.</p> <p>Do you agree with the way the problem was solved/ story ended? Explain</p> <p>What are the ___for? What is the purpose of...?</p> <p>How does ... create an atmosphere of ...?</p> <p>Were there any clues that... would happen?</p> <p>How does... prepare the reader for the ending?</p> <p>Explain why... has been placed at the beginning</p> <p>Explain how section ... is different from others.</p> <p>What is the purpose of the text? How do you know?</p> <p>How does the writer make it interesting / engaging / exciting?</p> <p>Explain how the whole of... has the effect of...</p> <p>Explain how the passage gives a positive / negative impression of...</p>

		Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Explain how this text is suitable for...
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Progression in language choice



Year group	National curriculum	Skill progression	Questions
3	Discuss words and phrases that capture the reader's interest and imagination	<ul style="list-style-type: none"> Discuss the effect of key words or phrases used to build mood or tension Comment on the overall effect of the text In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration 	<p>How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Alliteration? Rhyme? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?</p>
4	Discuss words and phrases that capture the reader's interest and imagination	<ul style="list-style-type: none"> Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text 	<p>How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Which keyword(s) tell you about the character/ setting/ mood? Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?</p>

Progression in language choice



Year group	National curriculum	Skill progression	Questions
5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	<ul style="list-style-type: none"> • Identify the writer's main purpose through a general overview • Identify common elements of an author's style and discuss how the style of one author differs from another • Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint • Comment on the use of similes and expressive language to create images, sound effects and atmosphere • Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms • Justify preferences for an author, poet or a type of text 	<p>What does the word....tell you about...?</p> <p>Find two words or phrases which make the passage seem...</p> <p>Find two words or phrases which show the writer thinks...</p> <p>Explain how the words... make it seem...</p> <p>Why has the writer used the word...?</p> <p>What is the effect of the sentence (quote)...?</p> <p>Which keyword(s) tell you about the character/ setting/ mood?</p> <p>How is language used to create a positive / negative image of...?</p> <p>What does the choice of language suggest about...?</p> <p>How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes?</p> <p>What is it about the language choice that tells you it was written a long time ago?</p> <p>Give one example of the use of humour in the text.</p> <p>The word _____ suggests that the character _____.</p> <p>Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc</p>
6	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	<ul style="list-style-type: none"> • Identify how style is influenced by the intended audience • Identify common elements of an author's style and make comparisons between books • Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning • Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling <p>Declare and justify personal preferences for writers and types of text</p>	<p>What does the word....tell you about...?</p> <p>Find two words or phrases which make the passage seem...</p> <p>Find two words or phrases which show the writer thinks...</p> <p>Explain how the words... make it seem...</p> <p>Why has the writer used the word...?</p> <p>What is the purpose of the text? Which words have been chosen for this purpose?</p> <p>What is the effect of the sentence (quote)...?</p> <p>Which keyword(s) tell you about the character/ setting/ mood?</p> <p>How is language used to create a positive / negative image of...?</p> <p>What does the choice of language suggest about...?</p> <p>How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes?</p> <p>What is it about the language choice that tells you it was written a long time ago?</p> <p>Give one example of the use of humour in the text.</p> <p>The word _____ suggests that the character _____.</p> <p>Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc</p> <p>What does this metaphor tell us about _____.</p> <p>Which is your favourite author and why? Why do you like this author?</p>

Progression in making comparisons



Year group	National curriculum	Skill progression	Questions
5	Make comparisons within and across texts	<ul style="list-style-type: none"> Identify and explain the key features of a range of appropriate texts Identify and explain characters and their profiles across a range of texts Identify and discuss themes within and across texts (social, cultural and historical) 	<p>How is / are ___ similar to / different from...?</p> <p>List the similarities and differences between... (characters / settings / layout)</p> <p>How did the characters' reactions differ when...?</p> <p>How does (character's) mood change...?</p> <p>How does the mood change when...?</p> <p>Why do you think the layout is different from / similar to...?</p> <p>Why does the layout change...?</p> <p>Compare paragraph 1 with paragraph 2.</p> <p>What are the two contrasting viewpoints?</p> <p>Fill in/read comparison tables, Venn diagrams, tick boxes.</p>
6	Make comparisons within and across texts	<ul style="list-style-type: none"> Compare and contrast the key features of a range of appropriate texts Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical) 	<p>How is / are ___ similar to / different from...?</p> <p>List the similarities and differences between... (characters / settings / layout)</p> <p>How did the characters' reactions differ when...?</p> <p>How does (character's) mood change...?</p> <p>How does the mood change when...?</p> <p>Why do you think the layout is different from / similar to...?</p> <p>Why does the layout change...?</p> <p>Compare paragraph 1 with paragraph 2.</p> <p>What are the two contrasting viewpoints?</p> <p>How is the author's viewpoint different?</p> <p>How is the author's viewpoint different in different sections of the text?</p> <p>Fill in/read comparison tables, Venn diagrams, tick boxes.</p>