

DOWN AMPNEY PRIMARY SCHOOL

Reading Progression Map: EYFS – Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	<p>Decoding See separate Phonic Milestone document</p> <p>To listen to stories with increasing attention and recall</p> <p>To enjoy a range of books</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To join in with stories and poems, one to one and in small groups.</p> <p>To build up vocabulary that reflects their experiences and evidences language from narrative.</p>	<p>Decoding See separate Phonic Milestone document</p> <p>To listen to stories with increasing attention and recall</p> <p>To enjoy a range of books</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To join in with stories and poems, one to one and in small groups.</p> <p>To build up vocabulary that reflects their experiences and evidences language from narrative.</p> <p>To answer how and why questions about experiences in response to stories and events.</p>	<p>Decoding See separate Phonic Milestone document</p> <p>To listen to stories and anticipate key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To use intonation, rhythm and phrasing to make meaning.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To answer how and why questions about experiences in response to stories and events.</p>	<p>Decoding See separate Phonic Milestone document</p> <p>To listen to stories and anticipate key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To use intonation, rhythm and phrasing to make meaning.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To answer how and why questions about experiences in response to stories and events.</p>	<p>Text to be learnt by heart</p> <p>Decoding See separate Phonic Milestone document</p> <p>To listen to stories and anticipate key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To use intonation, rhythm and phrasing to make meaning.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To answer how and why questions about experiences in response to stories and events.</p> <p>To anticipate key events and phrases in rhymes and stories.</p>	<p>Decoding See separate Phonic Milestone document</p> <p>To listen to stories and anticipate key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To use intonation, rhythm and phrasing to make meaning.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To answer how and why questions about experiences in response to stories and events.</p> <p>To anticipate key events and phrases in rhymes and stories.</p>
<b>KS1 Year A</b>	<p>Stories to be learnt by Heart.</p>	<p>Stories to be learnt by Heart.</p> <p>Focus texts</p>	<p>Stories to be learnt by Heart.</p>	<p>Stories to be learnt by Heart.</p> <p>Focus texts</p>	<p>Stories to be learnt by Heart.</p>	<p>Stories to be learnt by Heart.</p> <p>Focus texts</p>

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	<p>Contemporary Picture Books see suggested lists.</p> <p>Poetry to be read regularly.</p> <p>To become familiar with key stories and recognise and use familiar story language. Pupils will retell familiar stories using this language.</p> <p>Know and understand that there are a range of different genre of books Know and explain what a Title, Author and Illustrator is.</p>	<p>Traditional Tales Fairy Tales</p> <p>Poetry to be read regularly</p> <p>To become familiar with key stories and recognise and use familiar story language. Pupils will retell familiar stories using this language. They will retell with particular characteristics. Pupils will understand and discuss characters in a story and recognise their feelings and why a character has a feeling.</p>	<p>Contemporary Picture Books - see suggested lists.</p> <p>Poetry to be read regularly</p> <p>Know and understand that there are a range of different genre of books. Explain the difference between information and non-fiction book.</p> <p>Pupils can talk about how stories connect or remind of another story.</p> <p>Pupils will recognise rhyming language</p> <p>Pupils will discuss meanings of unfamiliar words and ask about meaning.</p>	<p>Traditional Tales Fairy Tales</p> <p>Poetry to be read regularly</p> <p>To become familiar with key stories and recognise and use familiar story language. Pupils will retell familiar stories using this language. They will retell with particular characteristics. They will adapt and retell orally using narrative language Pupils will understand and discuss characters in a story and recognise their feelings and why a character has a feeling. Pupils will discuss meanings of unfamiliar words and ask about meaning.</p>	<p>Contemporary Picture Books - see suggested lists.</p> <p>Poetry to be read regularly</p> <p>Know and understand that there are a range of different genre of books. Explain the difference between information and non-fiction book. Discuss features and layouts of familiar fiction and non-fiction text. Pupils will know how to find information in a non-fiction book. Pupils will answer questions which fill the gaps in a story. Pupils will orally use information from a story to support their opinions. Pupils will discuss meanings of unfamiliar words. They will orally use these words in context.</p>	<p>Traditional Tales Fairy Tales</p> <p>Poetry to be read regularly</p> <p>Pupils will make links between characters in stories.</p> <p>Pupils will answer retrieval questions about a book they are reading.</p> <p>Pupils will answer questions which fill the gaps in a story. Pupils will orally use information from a story to support their opinions.</p> <p>Pupils will discuss meanings of unfamiliar words. They will orally use these words in context.</p>
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<p><b>KS1 Year B</b></p>	<p>Contemporary Picture Books</p> <p>Poetry including performance of poetry</p> <p>Pupils will make choices about the books they read and explain why.</p> <p>Pupils will know the difference between poetry and narrative. Pupils know that there are different kinds of poetry. Pupils will know and explain why stories and poems have patterned or recurring literary language.</p> <p>Pupils will check their reading makes sense and correct inaccurate reading.</p> <p>Pupils will participate in discussions about books and answer</p>	<p>Stories from Fairy Tales</p> <p>Poetry including calligrams</p> <p>Pupils will understand the difference in the organisation of non-fiction text and fiction text. They will be introduced to non-fiction books that are structured in different ways.</p> <p>Pupils will talk about books and poems read</p> <p>Pupils will check their reading makes sense and check inaccurate reading.</p> <p>Pupils will demonstrate understanding by drawing on what they already know.</p> <p>Pupils will participate in discussions about</p>	<p>Contemporary Picture Books</p> <p>Poetry including performance of poetry</p> <p>Pupils will explain why they prefer certain books or stories. Pupils will retell stories with key events and characters.</p> <p>Pupils know that books are set in different places and times. Pupils will use inference to read between the lines in a text and use text to explain their reasoning.</p> <p>Pupils will talk about the meaning of different poems.</p> <p>Pupils will ask questions to clarify understanding.</p>	<p>Traditional Tales</p> <p>Poetry including performance of poetry</p> <p>Pupils will know how to find information in a non-fiction book.</p> <p>Pupils identify the purpose of a book or text.</p> <p>I can make predictions about possible events.</p> <p>Pupils recognise that the writer can have a message for the reader.</p> <p>Pupils will check their reading makes sense and check inaccurate reading.</p> <p>Pupils will demonstrate understanding by drawing on what they already know</p>	<p>Read fluently a familiar text.</p> <p>Pupils will decide how useful a non-fiction book is in helping to find information I need.</p> <p>Pupils will find and discuss the setting or times in a book.</p> <p>Pupils will use inference to read between the lines in a text. They will use this to answer questions about a character's feelings and thoughts.</p> <p>Pupils will be able to explain their reasoning.</p> <p>Pupils will demonstrate understanding by drawing on what they already know referring to key passages in the text.</p>	<p>Poetry including performance</p> <p>Pupils will explain the authors reasoning.</p> <p>I can make predictions about how characters might behave.</p> <p>Pupils will demonstrate understanding by drawing on what they already know referring to key passages in the text.</p> <p>Pupils will participate in discussions about books and answer questions about a book. Pupils take turns to listen to what others say.</p> <p>Pupils will discuss favourite words and phrases. Linking known vocabulary to unknown vocabulary with accurate</p>
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	<p>questions about a book. Pupils take turns to listen to what others say.</p> <p>Pupils will discuss favourite words and phrases. Discussion about unknown vocabulary from shared texts.</p>	<p>books and answer questions about a book. Pupils take turns to listen to what others say.</p> <p>Pupils will discuss favourite words and phrases. Discussion about unknown vocabulary from shared texts.</p>	<p>Pupils will find the answer to retrieval questions about stories poems and non-fiction.</p> <p>Pupils will check their reading makes sense and check inaccurate reading.</p> <p>Pupils will demonstrate understanding by drawing on what they already know.</p> <p>Pupils will participate in discussions about books and answer questions about a book. Pupils take turns to listen to what others say.</p> <p>Pupils will discuss favourite words and phrases. Linking known vocabulary to unknown vocabulary with accurate meaning i.e. synonyms.</p>	<p>referring to key passages in the text.</p> <p>Pupils will participate in discussions about books and answer questions about a book. Pupils take turns to listen to what others say.</p> <p>Pupils will discuss favourite words and phrases. Linking known vocabulary to unknown vocabulary with accurate meaning i.e. synonyms.</p>	<p>Pupils will participate in discussions about books and answer questions about a book. Pupils take turns to listen to what others say.</p> <p>Pupils will discuss favourite words and phrases. Linking known vocabulary to unknown vocabulary with accurate meaning i.e. synonyms.</p> <p>Pupils will be able to substitute a word for another within a text with accurate meaning.</p>	<p>meaning i.e. synonyms.</p> <p>Pupils will be able to substitute a word for another within a text with accurate meaning.</p>
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<p><b>LKS2 Year A</b></p>	<p>Poetry including performance of poetry</p> <p>Pupils will know that words and language in poems create effects.</p> <p>Pupils will check text makes sense to them. Discuss their understanding and explaining their meaning in context.</p> <p>Pupils will use a dictionary to identify the meaning of new words.</p> <p>Pupils will identify key questions about a text, the main ideas and how the organisation supports understanding.</p>	<p>Poetry including performance of poetry including Kennings</p> <p>Pupils will check text makes sense to them. Discuss their understanding and explaining their meaning in context. Identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>Pupils will know how to use a non-fiction book to find identified information.</p> <p>Identify themes and connections in a wide range of books. Pupils will identify key questions about a text, the main ideas and how the organisation supports understanding</p> <p>Pupils will use a dictionary to identify</p>	<p>Poetry including performance of poetry</p> <p>Poetry including performance of poetry</p> <p>Asking questions to improve their understanding of a text.</p> <p>Pupils will discuss the meaning of words in a poem. Pupils will understand that the meanings of poems can be enhanced through performance.</p> <p>Pupils will identify key questions about a text, the main ideas and how the organisation supports understanding. Pupils will give a personal response to a text and use evidence from the text to support their responses.</p>	<p>Poetry including performance of poetry including Calligrams</p> <p>Pupils will know and understand that there will be more than one interpretation of a poem.</p> <p>Pupils' performance of poems.</p> <p>Pupils will choose books for specific purposes.</p> <p>Pupils will identify key questions about a text, the main ideas and how the organisation supports understanding. Pupils will give a personal response to a text and use evidence from the text to support their responses.</p>	<p>Poetry including performance of poetry and watching performance poetry.</p> <p>Pupils will recognise literacy language typical of narrative genres read. Pupils will recognise words and language that show the setting of a book, historical, social and cultural.</p> <p>Pupils will explain why a writer makes choices about words and language used. Pupils will also demonstrate how author uses choice of words to create effect.</p> <p>Pupils will demonstrate intonation, tone, volume and action can be used to enhance meaning through modelling and performance.</p>	<p>Poetry including performance of poetry including Haiku's.</p> <p>Pupils will explain how the meaning of poetry is enhanced through performance. Pupils will explain why a writer has chosen specific words and language.</p> <p>Pupils will demonstrate connections between books written by the same author.</p> <p>Pupils will summarise well known stories by familiar authors.</p> <p>Pupils will identify key questions about a text, the main ideas and how the organisation supports understanding.</p> <p>Pupils will give a personal response to</p>
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		the meaning of new words.	<p>Listening to and discussion of wide range of fiction, poetry plays and non-fiction/reference books.</p> <p>Pupils will use the context of unfamiliar words to explain meaning.</p> <p>Pupils will understand that authors choose words and language to create effect.</p>	<p>Pupils will find effective words in language and meaning that authors have used to create desired effects.</p> <p>Pupils will use clues from the text to identify what might happen next.</p>	<p>Pupils will identify key questions about a text, the main ideas and how the organisation supports understanding. Pupils will give a personal response to a text and use evidence from the text to support their responses. Pupils will listen to other's responses and adapt their own in response to other ideas.</p> <p>Pupils will infer characters feelings, thoughts and motives from their actions.</p>	<p>a text and use evidence from the text to support their responses. Pupils will listen to other responses and adapt their own in response to other ideas.</p> <p>Pupils will give reasons for predicting what might happen next</p>
<b>LKS2 Year B</b>	<p>Poetry including performance of poetry</p> <p>Pupils will check text makes sense to them. Discuss their understanding and explaining their meaning in context. Pupils will discuss range of narrative</p>	<p>Poetry including performance of poetry</p> <p>Pupils will check text makes sense to them. Discuss their understanding and explaining their meaning in context. Pupils will discuss range of narrative</p>	<p>Poetry including performance of poetry</p> <p>Pupils will recognise different types of poetry that have been introduced to them. Pupils will explain the effect of poets'</p>	<p>Poetry including performance of poetry</p> <p>Pupils know that poems have patterned words and language. They will explain why a poet might use it.</p>	<p>Poetry including performance of poetry</p> <p>Pupils ask question to deepen understanding between and beyond the lines.</p> <p>Pupils understand why the writer</p>	<p>Poetry including performance of poetry</p> <p>Pupils will infer meaning using events from description events and dialogue. Pupils make connections with books with similar themes.</p>

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	<p>stories introduced so far and consider similarities and differences.</p> <p>Pupils will empathise with a character using evidence from text to support their rationale.</p> <p>Pupils will discuss possible themes.</p> <p>Pupils will use dictionary to understand meaning of new words.</p> <p>Pupil will know that there are different forms of poetry.</p> <p>Pupils will know that words and language in different poems create different effects.</p>	<p>stories introduced so far and consider similarities and differences.</p> <p>Pupils will understand different plot patterns, know that the development of the plot links with the pattern.</p> <p>Pupils will summarise key events from a text in a sentence.</p> <p>Pupils will understand that writers open their narrative in different ways.</p> <p>Pupils will find similarities in the books they read and explain their rationale. They will discuss their understanding. Pupils choose a specific non-fiction book for a specific purpose.</p>	<p>choice of words and language.</p> <p>Pupils understand that the meanings of poems can be enhanced through performance.</p> <p>Pupils will understand that authors use patterned language for effect.</p> <p>Pupils will find examples to support this understanding.</p> <p>Pupils understand that the writer requires the reader to respond in a certain way, including character actions and responses.</p> <p>Pupils identify words and language to show the setting of the book.</p> <p>Pupils will understand how authors use words to create</p>	<p>Pupils will use words and language from their reading that writers have used to show emotions and feelings.</p> <p>Pupils will discuss and compare different story openings.</p> <p>Pupils will participate in discussion about books that are read to them and those they chose to read taking turns and listening to other opinions.</p> <p>Pupils will make predictions based on their knowledge from other books, including by the same author.</p> <p>Pupils will summarise key events in a paragraph from the text.</p> <p>Pupils will find evidence of what the theme is in the text</p>	<p>wanted the character to respond in a certain way including reference to events, dialogue and description.</p> <p>Pupils will understand that authors use various structures and techniques for example short sentences, rhetorical questions and grammar, ellipses etc. to add effect to text.</p> <p>Pupils record effective words and language from their own reading to use in their writing.</p> <p>Pupils can discuss how the meaning of a poem is enhanced through performance.</p>	<p>Pupils identify where the author has written to make the reader respond in a particular way. Pupils adapt their own responses considering other responses.</p> <p>Pupils use skimming and scanning techniques to find specific information in non-fiction or fiction text.</p> <p>Pupils explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</p> <p>Pupils find similarities in the use of language and openings in books experienced.</p>
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		<p>Pupils will identify any words that are unfamiliar words.</p> <p>Pupils record effective words and language from their own reading to use in their writing.</p>	<p>atmosphere and effect.</p> <p>Pupils will record key information and vocabulary found from non-fiction texts.</p>	<p>and explain what this is.</p>		
<b>UKS2 Year A</b>	<p>Poetry/including performance of poetry by heart (intonation, tone and volume)</p> <p>Pupils know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Pupils know that the different narrative genres are structured in different ways.</p> <p>Pupils record effective words and language from their</p>	<p>Poetry including performance of poetry by heart (intonation, tone and volume)</p> <p>Pupils can explain how the words and language create a precise effect.</p> <p>Pupils explain how non-fiction texts are structured to guide the reader to specific information.</p> <p>Pupils ask questions to check their understanding.</p> <p>Pupils re-read text to check that the text is meaningful.</p>	<p>Poetry including performance of poetry by heart (intonation, tone and volume)</p> <p>Pupils understand that an author moves events forward in a text through a balance of dialogue, action and description.</p> <p>Pupils record effective words and language from their own reading to use in their writing.</p> <p>Pupils discuss and explain how and why different books have different structures.</p>	<p>Pupils will explain why they like a particular text and who else might enjoy it.</p> <p>Pupils understand that inferences can be drawn from different parts of the text.</p> <p>Pupils make predictions from evidence from evidence found and implied.</p> <p>Pupils summarise the main ideas from a text.</p>	<p>Poetry including performance of poetry by heart (intonation, tone and volume)</p> <p>Pupils explore how actions are added to move dialogue forward.</p> <p>Pupils understand that writers use precise language for desired effects.</p> <p>Pupils explore how dialogue is used to develop character.</p> <p>Pupils can explore how actions are</p>	<p>Poetry including performance of poetry by heart (intonation, tone and volume)</p> <p>Pupils read aloud and perform plays.</p> <p>Pupils understand that authors use precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors and personification etc to add effect to text. They will explain their understanding through their oral and written answers.</p>

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	<p>own reading to use in their writing.</p> <p>Pupils understand that there will be unfamiliar words in the texts they read.</p> <p>Pupils use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Pupils can give a person point of view about a text, explain their reasons for the viewpoint, using evidence from the text.</p> <p>Pupils listen to others' ideas and opinions about a text.</p> <p>Pupils identify key information from a text and from different parts of a text.</p> <p>Pupils summarise key information in sentences.</p>	<p>Pupils draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>Pupils make connections between other similar texts, prior knowledge and personal experiences.</p> <p>Pupils explain why there are connections, using evidence.</p> <p>Pupils compare books with similar themes.</p> <p>Pupils find examples of fact and opinion in texts and explain why one is fact and the other is opinion.</p>	<p>Pupils use meaning-seeking strategies to explore the meaning of words in context – including idiomatic and figurative language.</p> <p>Pupils build on others' ideas and opinions about a text in discussion – (debates)</p> <p>Pupils compare different versions of texts.</p> <p>Pupils use skimming and scanning to find the information they need. Pupils make notes on the information they need.</p> <p>Pupils organise their notes and present information.</p> <p>Pupils identify the point of view in narrative.</p>	<p>Pupils question others' ideas about a text.</p> <p>Pupils explain the similarities and differences between different versions of texts.</p> <p>Pupils explain how books written in different contexts can have similar themes.</p> <p>Pupils summarise key information from different parts of the text.</p> <p>Pupils present an oral overview or summary of a text.</p> <p>Pupils understand that a narrative can be told from different points of view – narrator, character etc.</p> <p>Pupils understand that the writer may have a viewpoint.</p>	<p>added to dialogue to move events forward.</p> <p>Pupils understand that writers use language to achieve a precise effect.</p> <p>Pupils understand that inferences can be made by reading between and beyond the lines.</p> <p>Pupils evaluate the effectiveness of different versions of texts.</p> <p>Pupils explore how events are viewed from another perspective.</p> <p>Pupils explain the writer's viewpoint with evidence from the text.</p>	<p>Pupils will record example of effective techniques and structure from reading to use in their writing.</p> <p>Pupils know that the context in which it was written can affect a text. E.g. a classic text reflects how an audience of that time will react.</p> <p>Pupils explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Pupils identify the writer's viewpoint; e.g. how different characters are presented.</p>
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	Pupils understand the difference between fact and opinion.					
<b>UKS2 Year B</b>	<p>Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume)</p> <p>Pupils are familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Pupils know that texts can have elements of more than one text type.</p>	<p>Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume)</p> <p>Pupils explain why they enjoyed a book or a poem and suggest who might also enjoy it.</p> <p>Pupils evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Pupils use meaning-seeking strategies to explore words in context – including</p>	<p>Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume)</p> <p>Pupils know that non-fiction texts may include a fictional, creative element.</p> <p>Pupils explain how the choices a writer has made about the structure of a text supports its purpose.</p> <p>Pupils make predictions using knowledge of the conventions of different genres and text types – drawing</p>	<p>Pupils perform a wider range of poetry by heart and prepare poems and plays to read aloud and perform (intonation, tone and volume)</p> <p>Pupils understand that non-fiction texts may present the same information with different viewpoints.</p> <p>Pupils identify the characteristics of a writer's style.</p> <p>Pupils know that word and language choices support the writer's purpose.</p>	<p>Pupils perform a wider range of poetry by heart and prepare poems to read aloud and perform (intonation, tone and volume).</p> <p>Pupils know that style and vocabulary are linked to the purpose of the text.</p> <p>Pupils explain the characteristics of a writer's style, using evidence.</p> <p>Pupils explain how the word and language choices support the writer's purpose, including evidence.</p>	<p>Pupils perform a wider range of poetry by heart and prepare poems and plays to read aloud and perform</p> <p>Pupils explain how the style and vocabulary are linked to the purpose of the text, using evidence.</p> <p>Pupils explain how the techniques and structures used to support the writer's purpose, using evidence.</p> <p>Pupils comment on the effectiveness of the writer's use of language structures and techniques.</p>

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	<p>Pupils identify elements of a text type.</p> <p>Pupils understand that there will be unfamiliar words in the texts they read.</p> <p>Pupils use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Pupils give a personal point of view about a text.</p> <p>Pupils identify key information from a text.</p> <p>Pupils summarise key information in sentences.</p> <p>Pupils find key information from different parts of the text.</p> <p>Pupils present an oral overview of the summary of the text.</p>	<p>idiomatic and figurative language.</p> <p>Pupils explain reasons for a viewpoint, using evidence from the text.</p> <p>Pupils listen to others' ideas about a text.</p> <p>Pupils understand the difference between fact and opinion and a find examples of both in a text.</p> <p>Pupils explain why one example is fact and the other example of opinion.</p> <p>Pupils use point, evidence and explanation (PEE) or answer, prove it, explain it (APE) to respond to questions about texts.</p>	<p>on previous knowledge.</p> <p>Pupils ask questions to improve and depend understanding.</p> <p>Pupils re-read to check that the text is meaningful. Pupil know that a text may need to be read slowly or re-read to deepen their understanding.</p> <p>Pupils build on others' ideas and opinions about a text in a discussion.</p> <p>Pupils make connections between texts which may not initially seem similar.</p> <p>Pupils understand that a narrative can be told from different points of view – narrator, character.</p>	<p>Pupils record examples of words and language from reading to use if their own writing.</p> <p>Pupils know that texts have different layer of meaning – between the lines and beyond the lines.</p> <p>Pupils summarise the main ideas drawn from a text.</p> <p>Pupils question others' ideas about a text.</p> <p>Pupils explain why there are connections, using evidence.</p> <p>Pupils explain the similarities and differences between different versions of texts.</p> <p>Pupils identify the techniques used to</p>	<p>Pupils record examples of techniques and structures from reading to use in their own writing.</p> <p>Pupils find the different layers of meaning in a text.</p> <p>Pupils explain how different layers of meaning contribute to the reader's understanding of the overall meaning, characters and theme.</p> <p>Pupils make predictions from evidence found and implied.</p> <p>Pupils identify themes in books which have different cultural, social or historical contexts.</p> <p>Pupils know that points of view can also be applied and</p>	<p>Pupils know the context in which a text was written can affect it – e.g. a classic text will reflect how an audience of that time will react.</p> <p>Pupils explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Pupils compare and contrast themes in a range of books.</p> <p>Pupils explain how there are common themes in different books, using evidence from reading.</p> <p>Pupils explain the writer's viewpoint with evidence from the text.</p> <p>Pupils explain the effect of the writer's viewpoint on the reader.</p>
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			<p>Pupils explore how events are viewed from another perspective.</p>	<p>create feelings, mood or messages.</p> <p>Pupils comment on how the writer's intent affects the reader.</p>	<p>identify examples of this.</p> <p>Pupils explain implied points of view, using evidence.</p> <p>Pupils understand that the writer may have a viewpoint and identify the viewpoint – e.g. how different characters are presented.</p>	<p>Pupils explain how the techniques used create feelings, atmosphere, mood or messages.</p>
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