

Reading Progression - Respond and Explain

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can ask questions and express opinions about main events and characters in stories (e.g. good and bad characters).</p> <p>I can explain clearly my understanding of what is read to me.</p> <p>I can talk about significant features about layout (e.g. enlarged text, bold and italic).</p>	<p>I can participate in discussions about book, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say, expressing views and asking questions. KPI</p> <p>I can explain and discuss my understanding of books and poems and other reading material, both those that I listen to and those that I read myself.</p>	<p>I am developing positive attitudes to reading and understanding of what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. KPI</p> <p>I am able to discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can recognise some different forms of poetry for example, free verse, narrative poetry.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others. KPI</p> <p>I can notice and discuss the author's choice and order of content linked to purpose. (For example: Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?)</p>	<p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. KPI</p> <p>I can identify and explain the author's point of view with reference to the text.</p> <p>I can make comparisons within and across books by comparing information, characters or events within and between age-appropriate texts.</p>	<p>I can participate in discussions about books that are read to me and those that can be read independently, providing reasoned justifications for my views about a book. KPI</p> <p>I can consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes</p>

	<p>I can identify cause and effect in a narrative and non-fiction (e.g. character motivation; why certain information has been included).</p>	<p>I can begin to use vocabulary from the text to support responses and explanations.</p> <p>I can use specific vocabulary and ideas expressed in the text to support my own views.</p>	<p>I can use specific vocabulary and ideas expressed in the text to support my own responses, explanations and my own views.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can recognise some different forms of poetry for example, free verse, and narrative poetry.</p>	<p>I can provide reasoned justifications for my views about a book.</p> <p>I can consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and use notes where necessary.</p> <p>I can identify how presentational and organisational choices vary according to the form and purpose of the writing.</p>	<p>where necessary.</p> <p>I can make comparisons within and across books (e.g. accurately compare information/characters or events within and between age-appropriate texts and between versions of the same text).</p> <p>I can provide reasoned justifications for my views.</p> <p>I can evaluate how successfully the organisation of a text supports the writer's purpose.</p> <p>I can identify and comment on the presentational and organisational choices the author has made</p>
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