Reading Progression - Themes and Conventions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I am beginning to appreciate rhymes and poems and to recite some by heart.

I am developing pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what I read or hear to my own experiences. KPI

I can understand and use terms such as 'story', 'fairy story', 'rhyme', 'poem', 'cover', 'title', 'author'.

I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their | I am developing 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. KPI

I am developing pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with a wide range of stories, fairy stories and traditional tales. KPI

I am developing pleasure in reading, motivation to read, | I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books,drawing on a growing knowledge of authors. KPI

I am developing positive attitudes to reading and understanding of what they read. KPI

I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of | I can identify themes and conventions in a wide range of books. KPI

I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors. KPI

I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books, drawing on a growing | I can increase 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. KPI

I can develop positive attitudes to reading and understanding of what I read by reading books that are structured in different ways and show some awareness of the various purposes for reading by using, selecting and reading books that are structured. KPI | I can demonstrate increased 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. KPI

I can identify and comment on genre-specific language features used in age appropriate texts, (e.g. shades of meaning between similar words).

I can maintain positive attitudes to reading and understanding of what I read by identifying and discussing themes |

particular characteristics. KPI

I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

I am developing pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales. KPI
I can understand both the books I can read and listen to by discussing the significance of the title and events. KPI | vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. KPI

I am developing pleasure in reading, motivation to read, vocabulary and understanding by retelling a range of stories, fairy stories and traditional tales. KPI

I can identify how features how linked to purpose (e.g. why characters and settings are described, or why an information text has sub-headings).

I can make comparisons between books, noting similarities and differences and preference between narrative sequences, | authors. KPI

I can identify presentational devices in non-fiction.

I can read books that are structured in different ways and show some awareness of the various purposes for reading, (e.g. reference books for information and novels or poetry for entertainment).

I can recognise conventions in age-appropriate texts (e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries).

I can recognise themes in age-appropriate texts, such as the triumph of good | knowledge of authors. KPI

I can identify a range of presentational devices used to guide the reader in non- fiction, (e.g. appropriate subheadings).

I can make relevant links to other known texts or personal experience.

I can recognise conventions in age-appropriate texts, such as the use of 'the power of 3' wishes, characters, (e.g. the king's 3 sons etc.) in fairy stories and folk tales.

I can recognise themes in age-appropriate texts, such as bullying. | I can maintain positive attitudes to reading and understanding of what I read by identifying and discussing themes and conventions in a wide range of writing (e.g. 'heroism' or 'loss', across a range of age- appropriate texts, explaining the theme. KPI

I can discuss how the organisation of a text supports its purpose, (e.g. persuading, explaining, informing etc.)

I can draw meaning from a range of presentational devices in non-fiction texts.

I can identify how presentational and organisational choices vary according to the form and purpose | and conventions in a wide range of writing (e.g. isolation or flashback in narrative, across a wide range of age-appropriate texts, explanations).

I can explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text which exemplify this.

I can make comparisons within and across books, drawing on a good knowledge of authors.

I can recognise texts that contain features from more than one genre, (e.g. a persuasive playscript or description of setting in a biography). |

	characters and setting.	over evil. I am beginning to relate texts to human themes present in the wider world. I can explore and discuss underlying themes and ideas. I can identify books set in different cultures or historical settings.	I can use, select and read books that are structured in different ways for the appropriate purposes. I can explore underlying themes and ideas. I can identify features that characterise books set in different cultures or historical settings. I can identify similarities in themes and conventions across a range of books. I can make links between texts and to the wider world.	of the writing. I can make simple links between age-appropriate texts and their audience, purpose, time and culture drawing on a good knowledge of authors.	