



Reading Progression Map

Reading lies at the centre of the curriculum at Krishna Avanti Primary School where we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners and make the world a better place. **An appreciation for rich quality literature** underpins the English curriculum and we endeavour to promote a lifelong love of the written word and the English language. The National Curriculum English objectives are delivered through a bespoke, carefully **planned and sequenced progression of quality texts**. By the time they leave Key Stage 2, pupils should be able to read fluently, accurately and with confidence in any subject and also have had valuable exposure to quality works of literature, including picture books and the best classic and modern poetry, for their forthcoming secondary education. Novel studies are meticulously planned to ensure children acquire the skills necessary to become confident readers and writers, able to communicate effectively both verbally and through written work. Furthermore, the curriculum actively promotes a love of **reading for pleasure** and development of skills and attributes beyond academic achievement. The English skills of reading, writing and oracy are also carefully woven into the wider curriculum. There are ample opportunities for children to apply these skills through forms such as scientific enquiries, debates, speeches, non-fiction texts and creative outcomes.

The Reading progression map identifies the progression in a range of text and genre expectations for each year group and identifies objectives that are based on the range of aspects that children need to develop to become competent and engaged readers who read for pleasure. These are based on word reading, wider decoding strategies, grammar, reading comprehension strategies and response to text. Each objective is stranded across the age range which facilitates differentiated, targeted teaching for specific groups and will support the progression in the teaching of reading across the school. The diagram displays the progression of skills taught by the end of Year 1, 3 and 5.

End of Year 1	Word Reading			Wider decoding skills and fluency	Comprehension & vocabulary strategies	Response to text
End of Year 3	Word Reading	Wider decoding skills and fluency	Comprehension & vocabulary strategies		Response to text	
End of Year 5	Word Reading	Wider decoding skills and fluency	Comprehension & vocabulary strategies		Response to text	

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction genres	Fairy Tales Classic stories Rhyming stories Picture books	Classic stories Traditional Tales Fairy Tales Stories from other cultures Rhyming stories Modern picture books	Stories from different cultures Myths, legends and folk-tales Stories from different faiths Fairy-tales re-formed and original Classic tales Modern picture books Stories that help children to understand issues or challenge stereotypes	Stories from different cultures Myths and legends Aesop's Fables Parables Fairy tales re-formed, humorous Short classic novels Modern picture books	Historical stories Classic novels Mystery and adventure stories Stories from different cultures and religions Myths and legends Traditional stories Parables Modern picture books	Stories with Issues and dilemmas Historical fiction Inspirational stories Stories from different cultures and religions Legends Parables Modern picture books	Classic stories Time-slip stories Inspirational stories Dystopian novels Stories from different cultures and religions Legends Modern picture books
Poetry genres	Rhyme	Rhyme Performance Poetry Senses Poetry Seasons Poetry	Classic poetry Modern verse Riddles	Classic poetry Humorous rhymes Performance poems Narrative poems	Classic poetry Modern poetry Free verse	Poetry from other religions Narrative poems Poems based on topics Classic poetry Poems from different cultures	Poetry with unusual voices and perspectives Poetry from other religions Narrative poems Classic poetry Political poetry / War poems
Non-fiction text types	Captions Recount	Captions, Recount Non-chronological reports Explanation text Instructions	Recount Non-chronological report and other information texts Explanation text Instructions Letter for different purposes	Diary entries Letters Persuasion Explanations Information texts Newspaper Reports Biographies	Recount /diary Persuasive texts Explanations Newspaper reports Information texts Biographies	Newspaper reports Biography Persuasive writing Speeches Explanations	Discussions Newspaper reports Information texts on a range of topics Biographies and autobiographies
Novel Picture book Film literacy units	Owl babies Gruffalo Handas surprise Mr Grumpy's Outing Rosies Walk Six Dinner Sid Whatever next On the way Home Farmer Duck	Peace at Last Can't you sleep Little bear? Where the Wild Things are? Beegu Dogger Lost and Found The Jolly Postman Room on the Broom Tiddler	Traction man I here Meerkat Mail You're Safe with Me Not now Bernard Tuesday Amazing Grace Gorilla The owl who was afraid of the dark Giraffe, Pelly and Me Flat Stanley (including story)	The Iron Man The Sheep-pig The Wild-Bot The Abominables Magic Faraway Tree The Lion, Witch and Wardrobe Hansel and Gretel Stig of the Dump	The Witches Charlotte's Web Bills New Frock Why the whales came The Fireworks-Makers daughter The snow-walkers son Voices in the Park	The Wolves of Willoughby Chase Varjak Paw Wolf Brother Street Child The midnight fox FARThER Boy at the Back of the class Biographies based on Inspirational People	Boy in striped PJs Carries War Fireweed Holes Artemis Fowl Holes Clockwork The Hobbit Skellig River Boy The Arrival Sky-Song Biographies based on Inspirational People

Graphic organiser use	Story maps	Spider diagrams Story maps	Spider diagrams Story maps Explanations	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for most non-fiction text types, boxed up text for fiction
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Word Reading

EYFS 30-50m to ELG's 40-60m to EUG's Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I show interest in illustrations and print in books and print in the environment.</p> <p>I can recognise familiar words and signs such as own name and advertising logos.</p> <p>I can look and handle books independently (holds books the correct way up and turns pages).</p> <p>I can ascribe meanings to marks that they see in different places.</p> <p>I can begin to break the flow of speech into words.</p> <p>I can begin to read words and simple sentences.</p> <p>I read and understand simple sentences.</p>	I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text with developing fluency.	I use phonic knowledge to decode new text automatically and fluently			
	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative graphemes	I sound out new words quickly in my head including words with alternative graphemes				
	I read many words within my graphemic knowledge without needing to sound them out	I read most words except new or unfamiliar words without having to sound and blend out loud.				
	I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	I read a range of common exception / tricky words I say which part of the word is tricky	I read a wider range of common exception / tricky words (Y3/4 word list)	I read all common exception / tricky words and I can see what makes them tricky (Y3/4 word list).	I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
	I read words containing graphemes I know that have endings -s, -es, -ing,-ed, -er, -est	I read words with common suffixes -ed, -ing, -est, -er, -ful	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding. In-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words. -sion, -tion, -cial, -tial,-ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.

			-ation,-ly, -ous, -ture, -sure, -sion,- tion, -ssion and -cian			
	I read words with more than one syllable that contain graphemes I know	I read words of two or more syllables using a range of graphemes	I break words into syllables to decode unknown words speedily using good graphemic knowledge.	I break words into different sized chunks, including syllables, to decode unknown words	I break long polysyllabic words into syllables with speed and read across the entire word.	I break long polysyllabic words into syllables with speed and read across the entire word.
	I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I read and understand words with missing letters e.g. I'm, I'll, we'll				

Wider decoding skills for fluency

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I enjoy rhyming and rhythmic activities.</p> <p>I show an awareness of rhyme and alliteration.</p> <p>I recognise rhythm in spoken words.</p>	<p>I am beginning to read as if I am talking</p> <p>I re-read sentences and books to build up fluency and confidence in word reading</p>	<p>I re-read books with fluency, and some expression and intonation</p>	<p>I read with developing fluency by seeing the words that go together in phrases within sentences</p>	<p>I read with fluency, seeing the words that go together in phrases within sentences, scanning ahead while reading to see what is coming.</p>	<p>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</p>	<p>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</p>
<p>I can continue a rhyming string.</p> <p>I can hear and say the initial sound in words.</p> <p>I can segment the sounds in simple words and blend them together and know which letter represents some of them.</p>	<p>I check that what I say matches the expected graphemes across the word.</p> <p>I use pictures to check my decoding is correct and try to correct myself when it doesn't.</p> <p>I repeat words or phrases to check / confirm or problem - solve</p>	<p>I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes.</p> <p>I notice when a small mistake I make doesn't fit with the meaning.</p>	<p>I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result</p>	<p>I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information</p>	<p>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</p> <p>I use a wider range of breakdown strategies to do this.</p>	<p>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</p> <p>I use a range of breakdown strategies to do this.</p>
<p>I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>I can use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>I can read some common irregular words.</p>	<p>I scan labels and pictures to find something / information I need.</p> <p>I locate pages / sections of interest.</p>	<p>I scan the information in the classroom to find what I need.</p> <p>I scan text to find answers to questions or specific words.</p>	<p>I scan text to find key words and phrases and retrieve information.</p>	<p>I scan text to find key words and phrases.</p> <p>I am starting to skim read in order to get a sense for a piece of text.</p>	<p>I scan text to find key words and phrases.</p> <p>I am developing my skim reading skills and can piece information together to give the gist of a paragraph.</p>	<p>I scan text quickly to find key words and phrases and skim read text to get the gist of a passage.</p>
	<p>I try to correct myself "on the run"</p>	<p>I re-read sentences from the beginning if I stopped to decode a difficult word</p>	<p>I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it</p>	<p>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain fluency, sense and understanding.</p>	<p>I know that I sometimes need to reread text carefully to understand it fully.</p>	<p>I recognise when something I read does not make full sense and I reread text carefully to understand it fully.</p>
		<p>I am developing my skills to read quietly to myself.</p> <p>I know that to read in my head I need to hear a voice in my head.</p>	<p>I read silently some of the time and am developing better pace in reading.</p> <p>I am beginning to sustain interest in longer texts, returning to them easily after a break</p>	<p>I can read in my head</p>	<p>I read longer texts with increasing pace and stamina in my head.</p>	<p>I read effectively in my head with pace and stamina</p>

Grammar for reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To begin to be aware of the way stories are structured.</p> <p>I can ascribe meanings to marks that they see in different places.</p> <p>I can begin to break the flow of speech into words.</p> <p>I can begin to read words and simple sentences.</p> <p>I read and understand simple sentences.</p>	I show awareness of a range of punctuation marks.	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding	I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, fluency and understanding. I can scan ahead to spot punctuation that is coming.	I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to understand this.	I read longer multi-clause sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.
		I can track simple pronouns to help me to understand text.	I understand a wider range of common pronoun references.	I can track a wider range of pronouns in reading to help me to understand the text.	I can work out the references to characters and places in a text using a range of pronouns, determiners and alternative noun references	I can work out the references to characters, places and specific events in text using a range of pronouns, determiners and alternative noun references.
	I understand positional vocabulary.	I understand a wide range of prepositions	I understand how prepositions can show where, when and how something happens.	I use prepositions in adverbials and expanded noun phrases to help to build pictures in my head		
		I understand the information in expanded noun phrases and use this to help me to understand.	I can identify simple expanded noun phrases (including determiners) within a text and I am starting to use these to add detail to the picture in my head	I can identify expanded noun phrases (including determiners and prepositions) within a text and I can use this to add detail to the picture in my head.	I can identify more complex noun phrases within a text and I can use this to add detail to the picture in my head.	I can identify complex noun phrases within a text and I use this information to make inferences and deductions about the noun.
					I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.	I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.

Reading comprehension strategies

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
VOCABULARY						
<p>I know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>I can listen to stories with increasing attention and recall.</p> <p>I can anticipate key events and phrases in rhymes and stories.</p> <p>I can describe the main story settings, events and principal characters.</p> <p>I can build up vocabulary that reflects the breadth of their experiences.</p> <p>I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>I can use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>I talk about word meanings and I link new meanings to these</p> <p>I can use pictures to help me to understand what a word means</p>	<p>I talk about and clarify the meanings of words, linking new meanings to what I already know</p> <p>If I don't know the meaning of a word, I read the whole sentence to try to work it out.</p> <p>I can think of alternative words for specific words in the text.</p>	<p>I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.</p> <p>I explain the meaning of words in context</p> <p>I identify and ask about words I don't understand.</p>	<p>I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.</p> <p>I can replace a word with a different word to help me to understand it.</p> <p>If I don't understand a word, I read the sentences around it to help me.</p> <p>I explain the meaning of words in context</p> <p>I ask about the meanings of words I don't understand</p> <p>I use dictionaries to check the meaning of words I have read.</p>	<p>I explore the meaning of words in context and I discuss the meanings of words I don't understand.</p> <p>I try to use a range of strategies to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.</p>	<p>I explore the meaning of words in context and I discuss the meanings of words I don't understand</p> <p>I use a range of strategies to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.</p>
	<p>I recognise when I don't understand a word.</p> <p>I self-correct when I make mistakes.</p>	<p>I recognise when I don't understand a word.</p> <p>I check that each sentence makes sense to me and re-read when it does not make sense.</p>	<p>I identify and ask about words I don't understand.</p> <p>I check the text makes sense to me</p>	<p>I check the text makes sense to me and re-read it when it does not make sense.</p>	<p>I check books make sense to me and can talk about my understanding of significant ideas, events and characters.</p>	<p>I monitor my reading for sense and can talk in detail about my understanding including giving the gist.</p>
SUMMARISE						
		<p>I can say the information in a sentence in my own words using my working memory.</p>	<p>I make simple connections within a text between one sentence and the next</p>	<p>I make connections across different sentences I read and say them back in my own words using working memory.</p>	<p>I connect the information that I read within paragraphs, across texts and to other books</p>	<p>I make comparisons within and across books commenting on similarities and differences.</p>

		I recall specific information from my reading or look back at the text to find information	I identify main ideas taken from a paragraph and summarise these	I identify main ideas taken from more than one paragraph and summarise in own words	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	I summarise succinctly the key point of a longer piece of text.
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SEQUENCE

	I understand what I read and can retell it in sequence	I discuss the sequence of events in books and how information is related	I can retell the gist of what I have read in my own words	I can retell the gist of what I have read in my own words, showing understanding of inferences	I can give the gist of what I have read in my own words including what I have inferred	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
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VISUALISE

<p style="color: orange;">I show interest in illustrations and print in books and print in the environment.</p> <p style="color: orange;">I can use pictures to help me to understand what a word means</p>	I can make simple pictures in my head when I listen to someone read to me	I can make simple pictures in my head as I move beyond reading picture books	I can picture characters, settings and events to help me understand a text.	I can visualise based on noun phrases, verbs and adjectives to build a moving picture.	I can use a range of grammatical information in a text to create a picture in my head accurately	I can visualise a text based on using the full range of word classes and the figurative language
	I understand the link between key words in texts and what they represent.	<p>I can visualise settings and characters and recognise when they change.</p> <p>With support, I recognise when the picture in my head may be wrong.</p>	I recognise when the picture in my head may be wrong.	<p>I can picture characters, settings and events to help me understand a text</p> <p>I recognise when the picture in my head may be wrong.</p>	I recognise that my ideas and visualised images change during the course of reading and I am able to change my mind if I have made a mistake.	I recognise that my ideas and visualised images change during the course of reading and I am able to explain an error I have made in my understanding.

PREDICTION

I can suggest how a story might end.	I predict what might happen based both on the front cover of a book and on some pictures.	I predict what might happen on the basis of what I have read so far	I predict what might happen from details that are stated and implied	I make sensible predictions about what might happen from details that are stated and implied and change my predictions in the light of new information.	I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story	I predict what might happen from details stated and implied and can justify my predictions with reference to both the text and my background knowledge.
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LINKS TO BACKGROUND KNOWLEDGE

	I am beginning to link what I read or hear read to my own experiences	I know I need to use knowledge I already have to help me to understand text.	I use my background knowledge from what I know or have done to help me to understand.	I use past experiences, what I have previously read and what I know about to support my understanding	I use background knowledge to help me to understand all aspects of a text	I can relate a text to my background knowledge and use this to empathise with characters' thoughts and feelings.
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ASKING QUESTIONS/I WONDER...

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I can begin to understand 'why' and 'how' questions. I can answer 'how' and 'why' questions about their experiences and in response to stories or events.	I answer questions about what I read.	I answer and ask questions about what I read	I ask questions and wonder to improve my understanding of a text	I ask questions and wonder to improve my understanding of a text	I ask questions (and wonder) to improve my understanding referring to what I have already read and what is still to come.	I ask questions (and wonder) about what I have already read, what I am reading and what I have yet to read and actively look for answers to these
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INFERENCE

I make simple inferences on the basis of what I see in pictures or objects I see in class	I make simple inferences on the basis of what I see in pictures and in people's actions.	I make simple inferences on the basis of what is being said and done	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I find evidence from the text to help me to support inferences I make inferences such as inferring characters' feelings, thoughts and motives from their actions	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their action and dialogue and justify these with evidence.
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NON FICTION TEXTS

I know that information can be relayed in the form of print. I know that information can be retrieved from books and computers.	I know some simple differences between non-fiction and fiction.	I know how non-fiction text is presented differently to fiction text.	I know how non-fiction text is presented differently to fiction text in a wider range of non-fiction texts.	I identify how language, structure and presentation contribute to meaning and can recognise the different features of non-fiction text types.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.
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Response to text

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>I can join in with repeated refrains in rhymes and stories.</p> <p>I use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>I develop preference for forms of expression.</p> <p>I can play cooperatively as part of a group to develop and act out a narrative.</p> <p>I enjoy an increasing range of books.</p> <p>I follow a story without pictures or props.</p> <p>I listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>I demonstrate understanding when talking with others</p>	I listen to and can talk about a range of poems, stories and non-fiction	I listen to and discuss different poetry, stories and information text including what I like and don't like	I listen to and can discuss a range of fiction, poetry, non-fiction and plays and make recommendations to others.	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, beginning to use this to influence my further reading and that of others.	I read and discuss a wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, using this to influence my further reading and that of others.
	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.	I understand what I read in books and can comment on characters and events	I understand what I read in books and can discuss this including expressing opinions about what I have read.	I understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	I sometimes give reasoned justifications for my views based on evidence from the text.	I give reasoned justifications for my views based on precise evidence from the text including quotations.
			I am beginning to find evidence from the text to help me to show my understanding	I can find evidence from the text to help me to show my understanding	I can use evidence to explain or justify my understanding.	I can use a range of evidence to explain or justify my understanding.
	I know some differences between fiction and non-fiction.	I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	I find and record information from non-fiction texts	I find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently.	I can find, record and present information from non-fiction texts	I find, record and present information from non-fiction texts efficiently.
	I can identify features of simple non-fiction. (font styles, labels, titles, captions)		I use the different organisational features in non-fiction texts to help me navigate my way around a page.		I am beginning to understand the difference between fact and opinion	I know the difference between fact and opinion and can identify this in a text
					I navigate different types of non-fiction in different ways.	
	I identify simple features of structure in stories and poems.	I identify structural features of some stories and poems.	I recognise different forms of poetry and stories	I recognise different forms of poetry and stories.	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these
		I explain and discuss my understanding of books,				I know that texts have a range of themes and can identify

<p>about what they have read I can express myself effectively, showing awareness of listeners' needs.</p>	<p>I can explain clearly what I understand when someone reads to me. I can say what I like and don't like in books</p>	<p>poems and other writing that I read for myself. I make connections between different stories I have read. I identify parts of the text that make me respond in different ways and link this to other texts</p>	<p>I identify themes from a given range in stories, poems and books.</p>	<p>I identify themes, structures and some purposes in a wide range of books.</p>	<p>I identify and discuss themes and conventions in a range of writing.</p>	<p>prominent and lesser themes and can make connections between these and others I have read.</p>
	<p>I identify simple features of language in key stories and poems</p>	<p>I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language</p>	<p>I identify and discuss words and phrases that make the reader interested.</p>	<p>I am beginning to understand why authors have chosen particular words and phrases over alternative options.</p>	<p>I understand why authors have chosen particular words and phrases over alternative options.</p>	<p>I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) <i>and the effect this has on the reader.</i></p>
	<p>I am learning to appreciate stories, rhymes and poems and I can recite some by heart.</p>	<p>I know and can recite stories and poems with appropriate intonation to make the meaning clear.</p>	<p>I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.</p>	<p>I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.</p>	<p>I read, recite and performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>I read, recite and perform poems and plays showing understanding through intonation, tone and volume so that prompt an emotional response from the audience.</p>
	<p>I can recognise and name a few authors and poets that I like</p>	<p>I can recognise and name some authors and poets that I like and explain in simple terms why I like them</p>	<p>I can recognise and name some authors and poets that I like and explain why I like them</p>	<p>I can recognise and name some authors and poets that I like and am beginning to make connections between them</p>	<p>I can recognise and name some authors and poets that I like and am beginning can make connections between them based on common themes and characters</p>	<p>I can recognise and name a wider range of authors and poets that I know and can make connections between them based on wider range of factors</p>