

Progression of **Response to Text** through the Primary School

Skill	Reception	Year 1	Year 2
Response to Text	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly; may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.	Children learn to – listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading; listen to <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i> ; talk about words they know or like; participate in discussion about the text, <i>taking turns and listening to others</i> ; draw links between the text and some of their own experiences; are shown some ways to <i>find information in non-fiction texts</i> ; can <i>discuss the significance of the title or events</i> ; are <i>learning to appreciate</i> poems and rhymes, beginning to express reasons for preferences.	Children learn to – develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and <i>classic poetry</i> , stories and non-fiction at a level beyond their independent reading ability; participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i> , taking turns and listening to others; discuss the <i>sequence of events</i> in stories; <i>retell these events orally</i> , once the story has become familiar; talk about how different items of information in non-fiction texts are related; <i>recognise simple recurring literary language</i> e.g. once, long ago; far, far away; we shall have snow; <i>clarify the meaning of words, linking new meanings to known vocabulary</i> ; discuss favourite words/ phrases.

Skill	Year 3	Year 4	Year 5	Year 6
Response to Text	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i> , non-fiction and <i>reference/text</i> books; participate in discussion about texts, sometimes listening to others; increase their familiarity with texts including <i>fairy stories, myths and legends</i> ; retell some of these orally; discuss words and phrases which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.	With <i>growing confidence</i> , and <i>gathering experience from a wider range of texts</i> , children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and <i>reference/text</i> books; they listen to others; develop their familiarity with texts including <i>myths and legends</i> ; retell some of these orally; <i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.	Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i> ; during discussion, build on their own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes; during supported discussion, make comparisons within and across texts; with guidance, distinguish between <i>fact and opinion</i> ; discuss and evaluate how authors use language, considering the <i>impact on the reader</i> ; begin to understand <i>figurative language</i> e.g. <i>metaphor, personification</i> .	With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and <i>challenging others' views courteously</i> ; discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader</i> ; identify and talk about figurative language and its impact; distinguish between fact and opinion; explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views</i> .