














Progression in reading at Kettering Park Infant and Junior Academies



KS1 and 2 Black = National Curriculum Statement Development matters 3 and 4 year olds Children in Reception Bold statements taken from the ELGs Green R-R = Symphony qualifiers		R	1	2	3	4	5	6
 Decoding & fluency		<ul style="list-style-type: none">Develops their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and motherHear environmental sounds.Clip and count syllables in a word.Recognise sounds with the same initial sound.Join in with rhymes that they knowRead individual letters by saying the sounds for themRecognise the initial sound in a word.Read some letter groups that each represent one sound and say sounds for themSay a sound for each letter in the alphabet and at least 10 digraphsBlend sounds into words, consistent with their phonic knowledgeRecognise their nameRead a few common exception words matched to the school's phonic programmeRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	<ul style="list-style-type: none">Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught)Respond speedily with the correct sound to graphemes (letters or groups of letters) for 40+ phonemes, including, where applicable, alternative sounds for graphemeRead words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endingsRead aloud accurately books that are consistent with their developing phonic knowledge (decodable texts) and that do not require them to use other strategies to work out wordsReads with some fluency without reliance on decoding most wordsRe-read books to build up their fluency and confidence in reading known textsRead words with contractions (for example, 'I'm, 'I'll, we'll), and understand that the apostrophe represents the omitted letter(s)Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordRe-read other words of more than one syllable that contain taught GPCsCan read aloud and is beginning to use expression to show awareness of punctuation (may only be a full stop at this stage)	<ul style="list-style-type: none">Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluentRead accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemesRead accurately words of two or more syllables that contain the same graphemes as aboveRead words containing common suffixes -s, -es, -ing, -ed, -er, -est, endings;Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordRead most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered at > 90 words per minRead aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationRe-read these books to build up their fluency and confidence in word reading.Secure phonic decoding until reading is fluent:<ol style="list-style-type: none">1. Sound out many unfamiliar words accurately (May need support when reading long vowel phonemes that have several representations, for example ai, a_e) or graphemes that have more than one sound (e.g. bread, read, beach; said, red)2. Applies phonic knowledge and skills consistently -including alternative sounds for graphemes - to decode age appropriate texts quickly and accurately3. When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.	<ul style="list-style-type: none">Can read approximately half of the Year 3/4 common exception words list (50 words plus), noting the unusual correspondences between spelling and sound, and where these occur in the word.Can read independently using a range of strategies appropriately, including decoding to establish meaningCan read aloud with expression and intonation, taking into account 'I' for contractions, as well as inverted commas (") for dialogue and higher standard punctuation including ... () -Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actionApply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet	<ul style="list-style-type: none">Can read a range of standard appropriate texts fluently and accuratelyCan skim and scan to identify key ideas in a textCan read vast majority if not all of the Year3/4 common exception words list, noting the unusual correspondences between spelling and sound, and where these occur in the wordCan understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speechCan read aloud with pace, fluency and expression, taking punctuation and author's intent into accountApply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	<ul style="list-style-type: none">Can read approximately half of year 5/6 common exception words list (50 words approx)Can begin to work out the meaning of unknown words by the way they are used in context.Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1Can understand and explain the function of punctuation ... () - apostrophe for omission and possession and "" for direct speech.Can understand and explain the function of sophisticated punctuation : ;	<ul style="list-style-type: none">Can read vast majority if not all of the Year 5/6 common exception words listCan work out the meaning of unknown words by the way that they are used in contextFluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text booksDemonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1Can understand and explain the function of punctuation ... () - apostrophe for omission and possession and "" for direct speech.Can understand and explain the function of sophisticated punctuation : ;
 Exposure, attitudes and engagement								
Range of reading		<ul style="list-style-type: none">Listens to and joins in with stories and poems, one-to-one and also in small groupsListens to stories with increasing attention and recalllistens to a story or fact book with increasing attention and recall **Enjoys an increasing range of books	<ul style="list-style-type: none">Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independentlyShows an understanding of a wide range of poems, stories and non-fiction that has been read and listened toRegards reading as a pleasurable activity	<ul style="list-style-type: none">Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.1. Demonstrates understanding of a wide range of poetry, stories and non-fiction that has been read and listened to2. Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others sayRegards reading as a pleasurable activity.	<ul style="list-style-type: none">Develop a positive attitude to reading by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksRead texts that are structured in different ways and reading for a range of purposes	<ul style="list-style-type: none">Develop a positive attitude to reading by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksRead texts that are structured in different ways for a range of purposes	<ul style="list-style-type: none">Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fictionContinue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksRead books that are structured in different ways and for a range of purposes	<ul style="list-style-type: none">Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fictionContinue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksRead books that are structured in different ways and for a range of purposes
Familiarity with texts		<ul style="list-style-type: none">Beginning to be aware of the way stories are structuredShows interest in illustrations and print in books and print in the environmentLooks at books independentlyHandles books carefullyHolds books the correct way up and turns pagesKnows that print carries meaning and, in English, is read from left to right and top to bottomUnderstands that print can have different purposes **Understands that we read English text from left to right and from top to bottom **Enjoys stories and can join in with repeating phrases**	<ul style="list-style-type: none">Becomes very familiar with key stories, fairy stories and traditional tales by:<ol style="list-style-type: none">1. Considering the particular characteristics of what they read and hear read2. Recognising and joining in with predictable phrasesRecognising the characteristics of key stories, including fairy stories and traditional tales, using predictable phrases to help retell themCan point to a full stop in a textUnderstanding the significance of the title and events within a bookHas learned simple rhymes and poems and joins in reciting them with others	<ul style="list-style-type: none">Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally1. Identify themes and conventions in a wide range of books:<ol style="list-style-type: none">1. Can understand straightforward underlying themes and ideas in an appropriate level text2. Is beginning to identify different and similarities between fiction genres3. Can identify themes and conventions in a wide range of books	<ul style="list-style-type: none">Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally1. Identify themes and conventions in a wide range of books:<ol style="list-style-type: none">1. Can understand straightforward underlying themes and ideas in an appropriate level text2. Is beginning to identify different and similarities between fiction genres3. Can identify themes and conventions in a wide range of books	<ul style="list-style-type: none">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 traditionsCan understand why a traditional tale, picture book or classic novel may have retained its lasting appeal or popularity across generations (e.g The Gingerbread Man, The Very Hungry Caterpillar, 'Oliver Twist')Identify and discuss themes and conventions in and across a wide range of writing: -Can discuss the work of some established authors and knows what is special about their work (e.g Julia Donaldson – rhyme, Michael Morpurgo – Animals/Cornwall/Isles of Scilly, Roald Dahl – fantasy/humour)	<ul style="list-style-type: none">Has read and demonstrates 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 traditionsCan discuss the message a text has about our society, a particular culture or traditions from the pastCan discuss how the historical, social or cultural context of a text can affect its meaning and how it can change over timeIdentifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writingHas learnt a wide range of poetry by heart	
Discussing reading		<ul style="list-style-type: none">Demonstrates understanding when talking with others about what they have read	<ul style="list-style-type: none">Explain clearly their understanding of what is read to themParticipate in discussion about what is read to them, taking turns and listening to what others say:<ol style="list-style-type: none">1. Contributes to discussion (expressing likes/dislikes) and make links to own experiences, background information and vocabulary provided2. Contributes to discussion, expressing opinion about main events and characters in the story (beyond simply like/dislike e.g. good and bad characters and why)	<ul style="list-style-type: none">Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others sayExplain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselvesCan provide verbal explanations linked to own experiences, background information, and vocabulary providedCan discuss the characteristics and actions of the characters within a story	<ul style="list-style-type: none">Participate in discussion about both books that are read to them and those they can read for themselves.	<ul style="list-style-type: none">Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	<ul style="list-style-type: none">Recommends books to others based on own reading preferences, giving reasons for choiceCan comment on the quality and usefulness of a range of texts and explain clearly to othersCan comment on the success of texts in provoking particular responses e.g. crying, laughter, sadness, anger	<ul style="list-style-type: none">Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of othersExplain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 Comprehension								
 Questioning and checking understanding		<ul style="list-style-type: none">They listen to stories accurately anticipating key events and responds to what they hear with relevant comments, questions and actionsThey answer 'how' and 'why' questions about their experiences and in response to stories and events	<ul style="list-style-type: none">Check that the text makes sense to them as they read. Corrects inaccurate reading when prompted	<ul style="list-style-type: none">Checks that the text makes sense, whilst reading, applying phonic knowledge, to correct inaccuraciesConstructs meaning whilst reading independently, self-correcting where the sense of the text is lostAsks and answers questions appropriately including those based on inferences of what is said / done	<ul style="list-style-type: none">Check that the text makes sense to them and re-reading to clarify when it doesn't.	<ul style="list-style-type: none">Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionaryAsk questions to improve their understanding of a text	<ul style="list-style-type: none">Check that the text makes sense to them, discuss their understanding and explain the meaning of words in contextUnderstand the difference between open and closed questions	<ul style="list-style-type: none">Ask questions to enhance their understanding of the textDraws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.
 Clarifying vocabulary 1a draw on knowledge of vocabulary to understand texts 2a give / explain the meaning of words in context		<ul style="list-style-type: none">understands that print has meaning **can name the different parts of a book and the page sequencingengage in extended conversations about stories, learning new vocabularyUses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-playdemonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;**	<ul style="list-style-type: none">Show an understanding of word meanings, through discussion, linking new meanings to those already known	<ul style="list-style-type: none">Shows an understanding of the meaning of words through discussion and makes links to those already knownShares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabularyDrawing on what they already know or on background information and vocabulary provided by the teacher**1- Can provide verbal explanations linked to own experiences, background information, and vocabulary provided2- Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided**	<ul style="list-style-type: none">With support, use dictionaries to check the meaning of words that they have readCan use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters	<ul style="list-style-type: none">Use dictionaries to check the meaning of words that they have read, independently	<ul style="list-style-type: none">Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	<ul style="list-style-type: none">Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.
 Retrieval 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 2b retrieve and record information / identify key details from fiction and non-fiction		<ul style="list-style-type: none">Describes main story settings, events and principal characters. **Identifies the character and setting in a story.**Identifies the main events in a story, (problem/solution)**	<ul style="list-style-type: none">With support, can find information to help answer simple literal questions in texts at an appropriate levels (may be using picture clues, if not prompted)Can use pictures (unprompted) and texts to identify meaningCan answer simple questions/find information in response to a direct, literal question	<ul style="list-style-type: none">Can locate specific information on a given page in response to a direct question (such as key events, characters names or key information on a non-fiction page)	<ul style="list-style-type: none">Retrieve and record information from non-fiction: use contents, indexes and subheadings to find information	<ul style="list-style-type: none">Retrieve and record information:<ul style="list-style-type: none">Can locate information by skimming and scanning (e.g to locate specific information or to form a general impression)Can use text marking to support retrieval of information or ideas from texts (highlighting, underlining or making notes)Can use knowledge of text structure to locate specific information (e.g. headings, sub-headings, chapters in non-fiction, find relevant paragraph/chapter in fiction)Can quote directly from the text to answer questionsCan locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes	<ul style="list-style-type: none">In non-fiction, retrieve, record and present information to the reader from a range of sourcesCan skim and scan non-fiction text at speed for research	<ul style="list-style-type: none">In non fiction, retrieve, record and present information to the reader from a range of sourcesSkim read all text types to establish meaning
 Prediction 1e predict what might happen on the basis of what has been read so far 2e predict what might happen from details stated and implied		<ul style="list-style-type: none">Suggests how the story might end	<ul style="list-style-type: none">Predict what might happen on the basis of what has been read so far (about the plot and/or characters of an unknown story, using the text and other book features)	<ul style="list-style-type: none">Makes simple predictions on what might happen based on what has been read so farMakes predictions on the basis of what has been read so far, using a range of clues (e.g. experience of books written by same author, books on a similar theme, title, cover, blurb)	<ul style="list-style-type: none">Makes predictions on the basis of what has been read so far, using a range of clues (e.g. experience of books written by same author, books on a similar theme, title, cover, blurb)Can make plausible predictions based on knowledge from the text and wider connections (e.g. books with similar theme, by the same author, or a personal connection the child makes)Begin to predict what will happen and why events and actions have happened using evidence from the text (e.g. why a character behaves in a certain way)	<ul style="list-style-type: none">Predict what might happen from details stated and impliedWhen prompted, can justify and elaborate on opinions and predictions referring back to the text for evidenceCan refer to the text to support opinions and predictions (e.g. summing up what has been found, state thoughts, find evidence to support views)	<ul style="list-style-type: none">Can explore alternatives that could have occurred in texts (e.g. different endings)Can refer to the text to support predictions and opinion (e.g. summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views)	<ul style="list-style-type: none">Makes predictions based on details rooted in the text (stated and implied)Can explore texts to support and justify predictions and opinions (Sum up what you find/discuss/think about, make your points, state your thoughts, elaborate by justifying view points, using additional evidence to link knowledge and experience)
 Inference 1d make inferences from the text 2d make inferences from the text / explain and justify inferences with evidence from the text		<ul style="list-style-type: none">Anticipates – where appropriate – key events in stories;	<ul style="list-style-type: none">Make inferences on the basis of what is being said and done	<ul style="list-style-type: none">Make inferences on the basis of what is being said and done:<ol style="list-style-type: none">1. Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them2. Make inferences on the basis of what has been read3. Can provide simple explanations about events or information for example, why a character acted in a particular way)Asks and answers questions appropriately including those based on inferences of what is said / done	<ul style="list-style-type: none">Make inferences on the basis of what has been readCan empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they actCan use clues from action, description and dialogue to establish meaning	<ul style="list-style-type: none">Draw inferences such as inferring characters' feelings, thoughts and motives from their actions1. Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and their actions2. Can read between the lines using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act3. Can understand and explain different characters' points of viewJustifying inferences with evidence1. Can discuss reasons for action and events based on evidence2. Is able to quote directly from the text to support thoughts and discussions3. Can quote directly from the text to answer questions4. When prompted, can justify and elaborate on opinions and predictions referring back to the text for evidence5. Can refer to the text to support opinions and predictions (e.g. summing up what has been found, state thoughts, find evidence to support views)Can discuss how characters are built from small detailsCan recognise how a character is presented in different ways and respond to this, with reference to the textCan begin to use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the texts	<ul style="list-style-type: none">Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence:<ol style="list-style-type: none">1. Make comments supported by some generally relevant textual reference or quotation.2. Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or contentCan explain a characters' motive throughout a story and use evidence from the text to back up opinionsCan refer to the text to support predictions and opinion (e.g. summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views)	<ul style="list-style-type: none">Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidenceCan explore text to support and justify predictions and opinions (Sum up what you find/discuss/think about, make your points, state your thoughts, elaborate by justifying view points, using additional evidence to link knowledge and experience)Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text including poetry, prose, fiction and non-fictionCan evaluate relationships between characters (e.g. how they behave in different ways with different characters in different settings)
 Text features and language choices (authorial intent) 2g identify / explain how meaning is enhanced through choice of words and phrases			<ul style="list-style-type: none">Being introduced to non-fiction books that are structured in different waysCan distinguish between fiction and non-fiction textsRecognises that non-fiction books can be structured in different ways (non-chronological reports, information poster, letter)Recognises and understands the different structures of non-fiction books that have been introduced (ie using contents or index pages to locate information in a non-fiction texts)	<ul style="list-style-type: none">Can comment on the author's choice of the words and phrases to create mood and build tension or paint a pictureCan identify the language features of some different text types (e.g. language used in a recount is different to that of language used in a set of instructions)Identify the main features of a wider range of non-fiction text types (e.g. instructions, explanations)Understands the purpose of a paragraph/chapterUnderstand the job of different punctuation marks (.,?!,''')Beginning to distinguish between fact and opinion in texts	<ul style="list-style-type: none">Can talk about the effects of different words and phrases to create mood and atmosphere (verbs, adjectives and adverbs)Can talk about the author's choice of language and its effect on the reader in different non-fiction texts (e.g. Herac Headteacher saves pup!)Understand that different kinds of sentences can affect the meaning (short sentences for impact or to create pace)Can identify the viewpoint from which a story is told and how this affects the readers' response (e.g. author's bias)Can discuss how an author builds a character through dialogue, action and description and the relationship between characters, explaining the effects this has on the readerIdentify and explain the difference between fact and opinion	<ul style="list-style-type: none">Identify how language, structure, and presentation contribute to meaning by:<ol style="list-style-type: none">1. Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint.2. With confidence can identify the view point of a text and how this impacts on the reader3. Can recognise which character the writer wants the reader to like or dislike and the techniques used to achieve thisStructure:<ol style="list-style-type: none">1. Identify some basic features of organisation at text level2. Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements3. Can compare and talk about the structures and features of a range of non-fiction textsCan understand how figurative language (similes, metaphors, personification) creates images for the reader.	<ul style="list-style-type: none">Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader:<ol style="list-style-type: none">1- Can talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs)2- Can discuss the difference between literal and figurative language and the effects of imagery3- Comments on how language, including figurative language and irony, is used to contribute to meaningStructure:<ol style="list-style-type: none">1. Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm or insincerity)2- Identify viewpoint in text, with some, often limited, explanation2- Can identify and explain the writer's viewpoint with reference to the textCan comment on how specific information, ideas or events within the story, can alter the reader's thoughts and opinions or the course of eventsCan discuss the purpose, audience and organisation of different fiction/non-fiction texts evaluating their successIdentify some basic features of organisation at text level (going beyond the obvious in fiction such as flashbacks and forwards and in non-fiction looking at devices and decisions the writer has made in multi-genre texts)Explains how language, structure and presentation contribute to meaning and effect of a textDistinguish between statements of fact & opinion; & in non-fiction	

<div></div> <div>Summarising 1c identify and explain the sequence of events in texts 2c summarise main ideas from more than one paragraph</div>		<div><ul style="list-style-type: none">• Can identify key ideas and information the sequence of events in books and how items of information are related• 1-Recognises sequences of events in simple texts.• 2-Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another</div>	<div><div>Discussing this</div><ul style="list-style-type: none">• Summarise and explain the main points from a text, referring back to the text to support this</div>	<div><ul style="list-style-type: none">• Identify main ideas drawn from more than one paragraph</div>	<div><ul style="list-style-type: none">• Identify main ideas drawn from more than one paragraph and summarise these using quotations for illustration</div>	<div><ul style="list-style-type: none">• Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph</div>
<div></div> <div>Think and remember (compare/connect) 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text</div>	<div><ul style="list-style-type: none">• Being encouraged to link what they read or hear read to their own experiences• Draw on what they already know or on background information and vocabulary provided by the teacher to answer questions</div>	<div><ul style="list-style-type: none">• Can compare similarities and differences between texts/books in terms of characters, settings and themes</div>	<div><ul style="list-style-type: none">• Can compare similarities and differences between texts/books in terms of characters, settings and themes• Compare texts with others by the same author</div>	<div><ul style="list-style-type: none">• Can identify the ways in which paragraphs are linked (e.g connecting adverbs and pronouns for continuity)</div>	<div><ul style="list-style-type: none">• Can compare the structure of different stories and discover how they differ in pace, build up, sequence, conflict and resolution• Can make comparisons within books and identify features common to different texts or versions of the same text</div>	<div><ul style="list-style-type: none">• Is able to make comparisons within and across different texts</div>