



Reading Progression Document - Relate

KS1 NC Reading content domain – no ks1 domain

KS2 NC Reading content domain – 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole

Relate

This aspect focuses on how writers organise and communicate their material, so that a reader can understand and enjoy the text. There is an objective linked to narrative, information texts and poetry. Whole text understanding is about ensuring readers grasp the main points and ideas of the texts they are reading. It is important that in our classroom work we encourage children to deal with meaning in its widest sense and focus on the central ideas.

	Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify main ideas and themes in a wide range of books and understand how these are developed over a text	<i>Speaking -Pupils will use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i>	<i>Pupils will be able to pick out significant events, incidents or information that occur through a text.</i> <i>Pupils will be able to link familiar story themes to their own experiences, e.g. illness, getting lost, going away.</i>	<i>Pupils will be able to discuss familiar story themes that they have read or heard.</i> <i>Pupils will be able to give reasons why things happen or change over the course of a narrative.</i>	<i>Pupils will be able to identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.</i> <i>Pupils will be able to discuss how characters' feelings, behaviour and relationships change over a text.</i>	<i>Pupils will be able to identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story.</i> <i>Pupils will be able to link cause and effect in narratives and recounts.</i> <i>Pupils will be able to explain how ideas are developed in non-fiction texts.</i>	<i>Pupils will be able to begin to distinguish between plot events/details and the main themes in the texts they read.</i> <i>Pupils will be able to identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</i> <i>Pupils will be able to explain how a</i>	<i>Pupils will be able to understand how a writer develops themes, ideas or points of view over a text.</i> <i>Pupils will be able to identify how the narrative or author's voice influences the reader's point of view and frames their understanding.</i> <i>Pupils will be able to discuss how this can change over the course of a text.</i>



						<i>detailed picture can emerge from a non-fiction text by examining different aspects of the topic.</i>	<i>Pupils will be able to between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.</i>
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Identify how structure and presentation contribute to meaning		<i>Pupils will be able to identify and compare basic story elements, e.g. beginnings and endings in different stories.</i> <i>Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</i> <i>Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</i>	<i>identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</i> <i>Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</i> <i>Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</i>	<i>Pupils will be able to investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</i> <i>Pupils will be able to explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</i> <i>Pupils will be able to distinguish between rhyming</i>	<i>Pupils will be able to explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</i> <i>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</i>	<i>Pupils will be able to compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</i> <i>Pupils will be able to identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</i> <i>Pupils will be able to read poems by</i>	<i>Pupils will be able to understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</i> <i>Pupils will be able to understand how writers use the features and structure of information texts to help convey their ideas or information.</i> <i>Pupils will be able to analyse how the structure or organisation of a poem supports the</i>
				<i>and non-rhyming poetry and comment on the impact of the poem's layout.</i>	<i>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</i>	<i>significant poets and identify what is distinctive about the style or presentation of their poems.</i>	<i>expression of moods, feelings and attitudes.</i>



EYFS & KS1	KS2
	Read Question Identify the question type (when, where, why etc.) Identify main words in question. Find the part of the text the question relates to. (scan) Think about how it relates to the whole text. Think about why it relates to the text. Answer question Check you have answered question Relate  2f Identify/explain how information/narrative content is related and contributes to the meaning as a whole
	Possible KS2 reading questions stems: At what point did the characters mood change? Justify your answer using the text. • What caused the characters to change their actions? • What caused a change in events? • Explain why _____ • What is similar/different _____ and _____? • Why is _____ important in the story?



	• Does this story have a moral or a message? Explain how you know using the text. • Why do you think the author chose to use _____ to present the information? • How does the _____ encourage you to read on/find information? • Where does it tell you that _____? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • Who do you think this information is for? • What atmosphere is the author trying to create? What words/phrases help to create that feeling? • Why did the author write this story? Find a group of words to show that ... has changed. • What has the author done to make you want to read on? Explain your answer using the text.
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