


Reading Progression Document - Explore

KS1 NC Reading content domain - no ks1 domain


KS2 NC Reading content domain - 2g Identify and explain how meaning is enhanced through choice of words and phrases

Explore

Although there will be an overlap with the vocabulary/define domain, the focus here is on an author's use of language for effect. Why will the author have chosen to use this particular word, or group of words? Why is a character always described in terms of say, wild weather? Is this image used across a book or just in one section?

	Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify how language contributes to meaning	Speaking - Children express themselves effectively, showing awareness of listeners' needs. They 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.	Pupils will be able to explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language.	Pupils will be able to speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.	Pupils will be able to discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.	Pupils will be able to understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Pupils will be able to discuss the meaning of similes and other comparisons they have read.	Pupils will be able to discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Pupils will be able to investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	Pupils will be able to identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Pupils will be able to consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the

							<p><i>way they have developed them.</i></p> <p><i>Pupils will be able to comment critically on how a writer uses language to imply ideas, attitudes and points of view.</i></p>
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EYFS & KS1	KS2
	<div> <div> Identify word. Read word within the sentence/ paragraph. Think about the impact/effect that the word has on the meaning Answer question Check answer </div> <div> <div>Explore</div> <div>  <div> 2g Identify and explain how meaning is enhanced through choice of words and phrases </div> </div> </div> </div>
	<p>Possible KS2 reading questions stems:</p> <p>What does _____ tell you about _____?</p>

- What words help the reader to _____?
- What impact does the phrase _____ have on the reader?
- Find and copy words from the paragraph that show it was _____
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words like _____ to describe _____. What does this tell you about _____?
- What other words/phrases could the author have used?
- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by ' _____ '?
- When the author uses this sort of sentence, what is the impact?
- Why did the author _____?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?
- What is the effect of _____?