Progression in AF5: explain & comment on writers' use of language, including grammatical & literary features at word and sentence level (Content Domain: 2g)

	Beginning to develop expectations	Embedding understanding of expectations	Securely demonstrates application of expectations
EY FS		Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	
	Recognises rhythm in spoken words.		
	Shows awareness of rhyme and alliteration.		
Year 1	Beginning to recognise and join in with predictable phrases in whole class or group reading.	Usually recognises and joins in with predictable phrases during independent reading.	Can recognise and join in with predictable phrases during independent reading.
	Uses the patterns and structures of a text when retelling and reciting e.g. retelling The Three Little Pigs – 'I'll huff and I'll puff…' 'Once upon a time…'	Will make a simple comment on the effect of patterns of language and repeated words and phrases.	Will make a simple comment on how the author has created a sense of surprise or suspense e.g. 'In a dark, dark wood there was a dark, dark house…' He came closer and closer.' Sample comment "I was feeling scared because I didn't know what was coming."
Year 2	With support, can use context cues to work out the meaning of unknown words e.g. **portrait** – may use picture cues i.e. images of portraits or context of writing about an art gallery with portraits of famous people.	Can use context cues to work out the meaning of unknown words and can restate the meaning in their own words	Able to clarify the meaning of words by linking new meanings to known vocabulary e.g. tricycle – child may refer to a **tri**angle and/or bi**cycle** to understand the meaning of this new word'
	Beginning to identify how vocabulary choice gives meaning e.g. 'She **stamped** out of the room'	With support, can give an explanation of how vocabulary choice affects meaning e.g. "Stand still." she said **softly**. "Stand still!" she said **angrily.**	Can give an explanation of how vocabulary choice affects meaning e.g. "Stand still." she said **softly**. "Stand still!" she said **angrily.**
	With support, can make a simple comment on how the author has used particular words and phrases to create effects such as atmosphere and humour	Can make a simple comment on how the author has used particular words and phrases to create effects such as atmosphere and humour	Can comment on how the author has used particular words and phrases to create effects such as atmosphere and humour with increasing independence.
Year 3	Can reflect and give a simple explanation on the effect of particular words and phrases and how it captures the reader's interest and imagination.	With support, can comment on the choice of language used to create a particular mood. Features discussed might include: Specific word selection e.g. **torrential** rain, indefinite pronouns (empty words) e.g. **someone, something** and vivid descriptive language.	Can comment on the choice of language used to create a particular mood. Features discussed might include: Specific word selection e.g. **torrential** rain, indefinite pronouns (empty words) e.g. **someone, something** and vivid descriptive language.
Year 4	In guided sessions, is able to give reasons with supporting evidence/examples for why the author has made particular language choices	Independently, gives reasons with supporting evidence/examples for why the author has made particular language choices	Can give a reasoned description of the effect of writer's language choices and how particular words and phrases capture the reader's interest and imagination e.g. How descriptive phrases create a picture in the reader's mind and conjure the sights and sounds transporting you into a particular scene
	With support, is starting to clarify the meaning of words by linking new meanings to known vocabulary e.g. People in **transit** – connection made to a **transit van** to explore and link meaning	Able to clarify the meaning of words by linking new meanings to known vocabulary e.g. People in **transit** – connection made to a **transit van** to explore and link meaning	Demonstrates understanding of new words and explains their meaning in context. Able to clarify the meaning of words by linking new meanings to known vocabulary
Year 5	Give a reasoned explanation about how grammatical choices are used to create a particular mood e.g. Long sentences used for description and to create a calm, relaxed atmosphere or short sentences used for impact and to create a sense of panic. Rapid questioning to show confusion or nervous tension.	Understand that the meaning of a sentence is shaped by the punctuation e.g. 'The reading test is today**.'** 'The reading test is today**!**' 'The reading test is today**?**'	Understand that the meaning of a sentence is shaped by the punctuation, word order and conjunctions used e.g. '**Laughing loudly**, he turned and walked away.' or 'He turned and walked away and he was laughing loudly.' Explains how, in the first example, the fronted adverbial emphasises the behaviour and attitude (mocking) of the character compared to the second example, where character attitude is less prominent.
	Is able to comment on the use of description and similes within narrative e.g. The waves **galloped** towards the shore. Why did the author choose the verb **galloped**? What image does it create in your mind?	Is able to comment on the use of description and similes within narrative and comment on their effect e.g. The raindrop fell from the flower like a solitary tear. What emotions does it evoke? How is it different from just saying 'The raindrop fell'?	Is able to evaluate the use of vivid description and similes within narrative and comment on their effect e.g. Why is 'He **shot** forwards like a bullet from a gun…' a good simile to choose? Why did the author use the verb **shot**? What would be the effect of substituting that verb?
Year 6	Is able to identify imagery and figurative language e.g. Why has the writer compared the moon to a ghostly galleon?	Can give reasons for the use of imagery and figurative language e.g. 'The writer used this simile because it made you feel… The poet created mood by using a metaphor to describe the tension.'	Evaluate how authors use language, including figurative language, considering the impact on the reader e.g. 'The road was a ribbon of moonlight, over the purple moor' How does Noyes use words to create such a vivid picture? Could he have used another writing technique? Would it have been as effective?