

Progression in AF6: Identify & comment on writers' purposes and viewpoints, & the overall effect of the text on the reader (Content Domain: 2g)

	Beginning to develop expectations	Embedding understanding of expectations	Securely demonstrates application of expectations
EYFS		Enjoy an increasing range of books	
Year 1	With support makes simple statements that express views about characters	Makes simple statements that express views about characters. With support, is able to give reasons for their views	Makes simple statements that express views about characters and story plots and is able to give simple reasons for their views
Year 2	With support, makes simple statements that express views about a range of poetry, stories and non-fiction	Makes simple statements that express views about a range of poetry, stories and non-fiction	Expresses views about a wide range of poetry (including contemporary and classical), stories and non-fiction at a level beyond that at which they can read independently
Year 3		In guided sessions, beginning to identify and explain features that writers use to provoke readers' reactions e.g. <i>how the writer shows rather than tells to help the reader <u>feel</u> how a character is reacting and <u>see</u> the emotion</i>	Demonstrates a growing understanding of the features that writers use to provoke readers' reactions (such as 'Show not Tell', choice of names e.g. Miss Honey/Miss Trunchbull, the effect of setting)
Year 4	Demonstrates an improving understanding of the features that writers use to provoke readers' reactions (such as the way a character is introduced-name, description and setting – and how this makes the reader feel about him/her from the outset)	Can give a personal response to the text and, with prompts, will refer to the features the writer has used provoke a reaction and the audience the text is aimed at	Is able to identify a number of features that writers use to provoke readers' reactions and will offer a personal response to this
Year 5	Recommend books to peers, giving reasons for their choices	Recommend books to peers, giving developed reasons for their choices	Recommend books to peers, giving developed reasons and making specific reference to the text to support their choices
Year 6	Participate in discussions about books read to them and those they can read themselves, building on and developing their own ideas	Participate in discussions about books read to them and those they can read themselves, developing their own ideas and building on the ideas of others	Participate in discussions about books read to them and those they can read themselves, building on their own and others ideas, challenging ideas courteously