



Wistanstow Primary School

Reading Progression - Explaining

KS1 EXPLAINING

	Year 1	Year 2
Key Reading Skills	<ul style="list-style-type: none"> • Give their opinion, including likes and dislikes. • Link what they read or hear to their own experiences. • Explain clearly their understanding of what has been read to them. • Express views about events or characters. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that that they read themselves. • Express their own views about a book or poem. • Discuss some similarities between books. • Listen to the opinion of others.
Questions Stems	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why ... did that. • Is this as good as ...? • Which is better and why? • Does the picture help us? How? • What would you do if you were ...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?

LOWER KS2 EXPLAINING

		Year 3	Year 4
Key Reading Skills	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning of both fiction and non-fiction texts. Recognise authorial choices and the purpose of these. 		
	<ul style="list-style-type: none"> Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. 	<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. 	
Questions Stems	<ul style="list-style-type: none"> What is similar/different about two characters? <ul style="list-style-type: none"> Explain why... did that. Describe different characters' reactions to the same event. <ul style="list-style-type: none"> Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? <ul style="list-style-type: none"> What is the author's viewpoint? How do you know? How are these two sections in the text linked? 		
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> How does the author engage the reader here? Which section was the most ...? Why? 	

UPPER KS2 EXPLAINING

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	Year 5	Year
Key Reading Skills	<ul style="list-style-type: none"> • Provide increasingly reasoned justification for their views. • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. • Identifying how language, structure and presentation contribute to meaning. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	
	<ul style="list-style-type: none"> • Begin to distinguish between fact and opinion. 	<ul style="list-style-type: none"> • Distinguish between fact, opinion and bias explaining how they know this. • Identifying how language, structure and presentation contribute to meaning. •
Questions Stems	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? <ul style="list-style-type: none"> • Explain why... did that/ • Describe different characters' reactions to the same event. <ul style="list-style-type: none"> • Does this story have a moral? • Which is better and why? • How does the author engage the audience? 	
	<ul style="list-style-type: none"> • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact or opinion? 	<ul style="list-style-type: none"> • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? • Why did they do that? • Can you explain it in a different way?