

READING PROGRESSION

	RED / ORANGE ENTRY	YELLOW / GREEN FS L1	BLUE / PURPLE FS L2	GOLD GCSE 6-9
Understanding words	<p>I can read most words on sight.</p> <p>I can figure out some unfamiliar words by using reading strategies like blending.</p> <p>I can use a dictionary to find the meaning of words.</p>	<p>I can read words on sight.</p> <p>I can figure out the meaning of words based on the rest of the sentence and by using a range of reading strategies.</p> <p>I can give a synonym to show I understand what a word means.</p>	<p>I can read difficult words about specialist topics.</p> <p>I can give a definition and a synonym to show I understand what a word means.</p>	<p>I can use a range of strategies to understand familiar and unfamiliar words, including words from 19th Century texts.</p>
Use knowledge of punctuation to aid understanding	<p>I know the names of basic punctuation such as full stops, commas speech marks and apostrophes and can comment on their function.</p>	<p>I know the names of a broader range of punctuation such as brackets, inverted commas and semi colons and can comment on their function.</p>	<p>I know the names of most punctuation and can comment on their function.</p> <p>I am starting to consider the effect of the punctuation on the meaning of the text & on the reader.</p>	<p>I can give perceptive insights on the impact of a broad range of punctuation such as colons, dashes, brackets and semi colons.</p>

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Understanding of whole text	I understand the overall meaning of simple texts and can say what the main point of the text is when I'm given multiple choice options.	I can understand the overall meaning of longer, more complex texts and I can say what their main point is independently.	I can understand the overall meaning of more difficult texts and can say what their main point is.	I understand longer, more complex texts, including 19 th Century.
Summary	I can summarise simple paragraphs.	I can summarise more difficult paragraphs.	I can summarise complex, detailed paragraphs.	
Compare & contrast	I know what compare and contrast means. I can give quotes to show where two texts talk about the same thing.	I can find multiple quotes from two texts to show the writers' viewpoints. I can compare and contrast the writers' viewpoints.	I can find multiple quotes from two texts to show writers' viewpoint and style. I can compare and contrast the writers' view points and style.	I can compare and contrast all aspects of texts, including content, the writer's viewpoint, structure & language choices.

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Non-fiction texts: Audience & Purpose	<p>I know that texts can be written for different reasons and can say why a straightforward text was written.</p> <p>I know what tone is and can identify tone in examples given.</p> <p>I can say whether a sentence is formal or informal.</p>	<p>I can say why more difficult texts were written & can pick out examples of style / tone in them independently.</p> <p>I can describe the tone of a whole text.</p> <p>I can find examples of formal and informal language in the text.</p>	<p>I can accurately identify the purpose of difficult texts and describe the style / tone of the whole text.</p> <p>I can identify formal and informal language in more difficult texts.</p>	<p>I can write in depth about how the purpose & audience of the text has shaped its layout & language choices for maximum impact on the reader.</p>
Non-fiction texts: Form/Layout	<p>I can recognise simple organisational features in a text like sub- headings, titles & bullet points.</p> <p>I can comment on the function or job of organisational features.</p> <p>I can say how organisational features suit the purpose of the text.</p>	<p>I can name a range of organisational features like tables, charts, footnotes and pictures.</p> <p>I can comment on the function of organisational features.</p> <p>I can say how organisational feature suit the purpose of the text and their impact on the reader.</p>	<p>I can name most organisational features in a text.</p> <p>I can comment on the function of organisational features in more difficult texts, say how they suit the purpose of the text and their impact on the reader.</p>	

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Non-fiction texts: Structure	<p>I can make some comment on the impact of the introduction & conclusion on the reader.</p> <p>I can make some comments on how a writer has expanded on their point or topic sentence in a paragraph and what impact it has on the reader.</p> <p>I know some structural techniques and can make brief comments on their effect.</p>	<p>I can comment on the impact of introductions and conclusions on the reader.</p> <p>I can make detailed comments on how a writer has expanded on their point or topic sentence in a paragraph and what impact it has on the reader.</p> <p>I can make some comments on how a writer has ordered the information in the whole for impact on the reader.</p> <p>I know some structural techniques and can make some comments on their effect.</p>	<p>I can comment on the impact of introductions and conclusions on the reader.</p> <p>I can make detailed comments on how a writer has expanded on their point or topic sentence in a paragraph and what impact it has on the reader.</p> <p>I can make detailed comments on how a writer has ordered the information in the whole for impact on the reader.</p> <p>I know a range of structural techniques and can make some comments on their effect.</p>	<p>I can make detailed comments on the structure of paragraphs and whole texts.</p> <p>know a full range of structural features and can analyse their effect on the reader in detail.</p>

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Fact/opinion /bias	<p>I am starting to understand the difference between fact and opinion.</p> <p>I can say whether a sentence is fact or opinion.</p>	<p>I know the difference between fact and opinion.</p> <p>I can find examples of fact and opinion in a text.</p> <p>I know what bias is. I can say whether a text is bias and can give reasons.</p>	<p>I know the difference between fact and opinion and can locate both in longer, more complex texts.</p> <p>I can identify bias & can talk in detail about how a text is bias.</p>	

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Retrieve & interpret	<p>I can skim & scan to retrieve information.</p> <p>I can recognise when a question wants me to retrieve information.</p>	<p>I can find obvious information quickly.</p> <p>I can read between the lines to find information that is implied.</p> <p>I can find specific information from two texts.</p>	<p>I can locate information quickly and accurately in texts of increasing difficulty.</p> <p>I can confidently read between the lines to find information that is implied.</p> <p>I can synthesise information from two texts.</p>	<p>I can quickly locate information.</p> <p>I can synthesize information from two texts by identifying the relevant information and making appropriate inferences.</p>
Quality of analysis	<p>I can read between the lines to make simple inferences, but often from a single point in the text.</p> <p>I am starting to use the PETAL structure.</p>	<p>I sometimes make detailed inferences but sometimes I just repeat what's happening.</p> <p>I can use the PETAL structure.</p>	<p>I can make detailed and perceptive inferences.</p> <p>I can use the PETAL structure confidently.</p>	<p>I can analyse quotes in detail to make perceptive inferences.</p>

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Language techniques	<p>I can identify some language techniques in simple texts such as rhetorical questions and the rule of three,</p> <p>I can make a simple comment on their effect.</p>	<p>I know a range of language techniques and can identify them in more difficult texts.</p> <p>I can talk about their effect in some detail.</p>	<p>I can identify a broad range of language techniques in more difficult texts and can talk confidently about their effect.</p>	<p>I know a full range of language features and can analyse their effect on the reader in detail.</p>
Choosing quotes	<p>I can pick a quote from the text to back up a statement or point of view.</p> <p>I can find more than one relevant quote in a section of text to answer a question.</p>	<p>I can find multiple quotes from a section of text to answer a question.</p> <p>I can select some quotes from an entire text to answer a question.</p> <p>I am starting to choose quotes carefully so that I've picked the best evidence to answer the question.</p> <p>I am starting to embed, cluster and paraphrase quotes.</p>	<p>I can find multiple quotes from a section of text to answer a question.</p> <p>I can select a full range quotes from an entire text to answer a question.</p> <p>I pick the best evidence to answer the question.</p> <p>I can embed, cluster and paraphrase quotes.</p>	<p>Embedded, clustered, precise and well-chosen evidence used to support analysis across the whole text.</p>

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Fiction structure & structural techniques	<p>I understand basic story structure.</p> <p>I can comment on why a story opening or ending is 'good'.</p> <p>I can make some comment about the importance of a particular detail or event in a story with help.</p> <p>I can make some comments about the order of events in a story with help.</p> <p>I know some structural techniques and can make a brief comment on their effect.</p>	<p>I know different story structures and can make comments on their effect.</p> <p>I can make a detailed comment on the importance of an event in a story and the overall order of events with some help.</p> <p>I know a range of structural techniques and can make some comment on their effect.</p> <p>I can make some comment on how a writer has varied sentences for effect.</p>	<p>I know a range of story structures and can comment on their effect.</p> <p>I can make a detailed comment on the importance of an event in a story and the overall order of events on my own.</p> <p>I know a range of structural techniques and can make detailed comments on their effect.</p> <p>I can make detailed comment son how a writer has varied sentences for effect.</p>	<p>I know a full range of narrative structures and can make sophisticated comments on their impact.</p> <p>I can analyse the structure of texts at sentences, paragraph and whole text level.</p> <p>I know a full range of structural features and can analyse their effect on the reader in detail.</p>

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Evaluation	I can give a brief personal response to the text, though this might be based on my own experience rather than information in the text.	<p>I can express my personal opinion about a text with some evidence from the text to support what I'm saying.</p> <p>I am starting to consider the text as a whole. I can say whether my point of view is different at different points in the text.</p>	<p>I can give my own opinion which considers different parts of the text.</p> <p>I can consider more than one interpretation.</p>	<p>I can give a persuasive evaluation of the text as a whole with well selected quotations from the whole text to back up my opinion.</p> <p>I can consider multiple interpretations.</p>

WRITING PROGRESSION

	RED / ORANGE ENTRY	YELLOW / GREEN FS L1	BLUE / PURPLE FS L2	GOLD GCSE 6-9
Writing non - fiction texts: Planning & developing paragraphs	<p>I need support to think of ideas to write about.</p> <p>I can develop paragraphs (explain and give reasons) in some detail with help.</p>	<p>I can think of some ideas to write about on my own.</p> <p>I can develop paragraphs in some detail on my own.</p>	<p>I can think of a range of ideas on my own.</p> <p>I can develop paragraphs in lots of detail on my own using a range of techniques like illustrations and comparisons.</p>	<p>I can think of multiple ideas and develop each into a paragraph which is supported by a range of relevant detail such as reasons, explanation, examples, illustrations and comparisons.</p>
Writing non - fiction texts: Layout & structure	<p>I attempt to write introductions and conclusions that suit the purpose of the task.</p> <p>I can usually organise my ideas in a logical way.</p> <p>I am starting to link sentences & paragraphs to create flow in my writing.</p> <p>I can use the correct layout for different types of writing with help.</p>	<p>I can write introductions and conclusions for different purposes on my own.</p> <p>I can organise ideas in different ways to suit the purpose of the task.</p> <p>I usually link sentences and paragraphs for flow.</p> <p>I usually use the correct layout for different types of writing on my own.</p>	<p>I can write effective introductions and conclusions to suit the purpose of the task on my own.</p> <p>I organise ideas in a way that show suits the purpose of the task and for maximum impact on the reader.</p> <p>I always use the correct layout for different types of writing.</p>	<p>I can shape my writing in sophisticated ways for impact on the reader.</p> <p>I consistently use the correct layout.</p>

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Writing non-fiction texts: Language & techniques	<p>I can mostly adapt the tone of my writing and level of formality to suit audience and purpose, though sometimes I have lapses.</p> <p>I can sometimes use basic techniques in my writing.</p>	<p>I can usually adapt the tone of my writing and level of formality to suit audience and purpose.</p> <p>I can use some techniques for impact on the reader.</p>	<p>I can always adapt the tone of my writing and level of formality to suit audience and purpose.</p> <p>I can use a wide range of techniques confidently.</p>	<p>I confidently adapt the level of formality and tone to suit audience and purpose.</p> <p>I consistently use a wide range of techniques for maximum impact on the reader.</p>

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Writing fiction: Planning, structure & structural techniques	<p>I can think of an idea for a short story with support.</p> <p>My writing has a basic plot.</p> <p>I try to build tension at appropriate points in my writing.</p> <p>I try to only include detail that moves the story forward.</p> <p>I can use basic techniques like foreshadowing.</p>	<p>I can think of a story idea mostly on my own.</p> <p>My writing has a plot and I mostly only include detail that moves the story forward.</p> <p>I can build tension at appropriate points in my writing.</p> <p>I am attempting more structural techniques like in my writing.</p>	<p>I can think of a creative and original story idea on my own.</p> <p>My plot has definite shape and direction. I only include detail that moves the story forward.</p> <p>I can build tension at appropriate points in my writing.</p> <p>I can use a range of structural techniques in my writing.</p>	<p>My story ideas and the shape of my story show originality and imagination.</p> <p>I can use structural techniques for impact on the reader.</p>
Writing fiction: Language & techniques	<p>I can add some description to my writing.</p> <p>I sometimes include the character's thoughts & feelings.</p> <p>I can use some techniques such as similes & the senses.</p>	<p>My writing includes some description to add detail and interest the reader</p> <p>I always include the character's thoughts & feelings</p> <p>can use a range of techniques with some confidence.</p>	<p>My writing includes imaginative detail.</p> <p>I can use a range of descriptive techniques to enhance my writing and engage the reader.</p>	<p>My description conveys precise meaning.</p> <p>I use descriptive techniques consistently throughout my writing.</p>

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Spelling & vocabulary	<p>I can use strategies to spell most words with one syllable and more than one syllable.</p> <p>My vocabulary is usually straightforward, but appropriate.</p>	<p>I can spell most words.</p> <p>My vocabulary is developing and I am starting to use words for effect.</p>	<p>My spelling is usually accurate.</p> <p>I consciously select the best words for a desired effect.</p>	<p>My spelling is accurate.</p> <p>My vocabulary is confidently used for deliberate effects.</p>
Punctuation & sentences	<p>I can write simple and compound sentences accurately.</p> <p>I am starting to write complex sentences with subordinate clauses.</p> <p>I can vary some sentence starters.</p> <p>I usually maintain tense.</p> <p>I can use basic punctuation like full stops and question marks accurately.</p> <p>I can punctuate direct speech.</p>	<p>I can write simple, compound & complex sentences mostly accurately.</p> <p>I am starting to vary sentence lengths for effect.</p> <p>I usually remember to vary sentence starters.</p> <p>I always maintain tense.</p> <p>I can use a range of punctuation mostly accurately.</p>	<p>I can write simple, compound & complex sentences accurately.</p> <p>I vary sentence lengths for specific effects.</p> <p>I always vary sentence starters.</p> <p>I always maintain tense.</p> <p>I can use a range of punctuation for different effects.</p>	<p>I can use a variety of sentences for effect.</p> <p>I use punctuation in sophisticated way for impact on the reader.</p>