Reading Progression - Text Structure

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Text structure	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	**Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics**	**Being introduced to non-fiction books that are structured in different ways**	**Recognising some different forms of poetry** **Retrieve and record information from non-fiction** **Identifying how structure, and presentation contribute to meaning** **Reading books that are structured in different ways and reading for a range of purposes**		**Reading books that are structured in different ways and reading for a range of purposes** **Identifying and discussing conventions in and across a wide range of writing** **Identifying how structure and presentation contribute to meaning**	
Range of texts/genres	***Age appropriate texts:*** ***Reading for themselves key stories, fairy stories and traditional tales*** ***Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wider range of stories, fairy stories and traditional tales*** ***Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wide range of books, including fairy stories, myths and legends*** ***listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***Reading books that are structured in different ways and reading for a range of purposes***		***Age appropriate texts:*** ***Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***reading books that are structured in different ways and reading for a range of purposes*** ***a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions***	
Use and function of structural organisers	• Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line • Identify the title, blurb and author of a story or non-fiction book • **Discuss the significance of the title**	• **Read non-fiction texts that are structured in different ways** • Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	• **Read fiction and non-fiction texts that are structured in different ways** • Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) • **Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts**	• **Read fiction and non-fiction texts that are structured in different ways** • Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography) • **Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts** • **Identifying how structure and presentation contribute to meaning (e.g. more independently and on**	• **Read fiction and non-fiction texts that are structured in different ways** • **Identify structural organisers and make comparisons within and across books** • **Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser**	• **Read fiction and non-fiction texts that are structured in different ways** • **Identify structural organisers and make comparisons within and across books** • **Discuss the effectiveness of different structures/ presentations of fiction and non-fiction**

Skills for Text structure	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Y4 texts)		
Features of different text types	• **Recognise some typical characters and settings of fairy stories and traditional tales (book work)** • Understand the difference between fiction and non-fiction • Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	• Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts • Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action	• **Recognise and name some different forms of poetry** • Compare and contrast features of stories read e.g. characters, settings, themes	• **Recognise and describe the typical features of a wider range of forms of poetry** • Recognise and describe some features of fiction genres • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	• **Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres**	• **Identify, compare and contrast the features of a range of fiction genres** • **Explain major differences between text types**
Audience and purpose			• **Begin to read for a range of purposes e.g. research, pleasure, locate specific information** • Recognise the intended audience and purpose of some non-fiction genres	• **Read for a range of purposes e.g. research, pleasure, locate specific information**	• **Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview**	• **Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast**
Supporting meaning			• **Recognise that pictures/photographs can give as much information as the text** • **Describe how each successive parts of a text builds on the meaning of earlier sections**	• **Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points** • **Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs**	• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	• **Use text structure to help summarise the text (linked to AF2)** • Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot