Reading Progression - Compare and Contrast

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

Skills for Compare and Contrast	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	**Being encouraged to link what they read or hear read to their own experiences**	**Discussing the sequence of events in books and how items of information are related** **Being introduced to non-fiction books that are structured in different ways**	**Identifying themes and conventions in a wide range of books** **Reading books that are structured in different ways and reading for a range of purposes**		**Making comparisons within and across books** **Reading books that are structured in different ways and reading for a range of purposes** **Identifying and discussing themes and conventions in and across a wide range of writing (text types)** **Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read**	
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 tradition.***	
Identify, discuss and record similarities and differences	• Understand the difference between fiction and non-fiction	• **Read non-fiction books which are structured in different ways** • Identify and describe some differences between fiction and non-fiction books • Compare and contrast two or more versions of the same story e.g. two versions of the same story	• Compare and contrast features of stories read e.g. characters, settings, openings, endings • Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	• Compare and contrast character development in a play to characterisation in stories or narrative poetry • Compare and contrast information from different sources about the same topic, identifying similarities in content and structure • Compare and contrast the themes, settings, and plots of stories	• **Identify, compare and contrast the features of a range of different forms of** ➢ **Poetry** ➢ **Non-fiction** ➢ **Fiction** • **Compare and contrast purpose and viewpoint and evaluate the usefulness of each source** • **Begin to compare and contrast authors' styles**	• **Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry** • **Compare information, ideas, values and attitudes represented within and across texts** • **Analyse how an author develops and contrasts the points of view of different characters or narrators in a text** • **Compare and contrast authors' style, purpose and viewpoint.**
Identify, compare and contrast	• Begin to identify similar and repeated language which occurs in more	• Compare and contrast language within a type of story read e.g.	• Compare and contrast language within a type of story read e.g. fairy tales	• Compare and contrast language across different types of stories read e.g.	• Compare the language of poetry, prose and non-fiction for the same theme	• Compare and contrast different language within and across books

Skills for Compare and Contrast	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
vocabulary	than one story e.g once upon a time	traditional tales – one early morning/ once upon a time	and plays	fairy tales, myths and legends and science fiction	or information	
Making links	• **Link reading to personal experiences**	• **Discuss the sequence of events in stories** • Discuss how items of information are related in a book • Make links between current and prior reading	• **Identify and compare themes of fictional stories**	• **Identify and compare themes in a wider range of fiction and non-fiction**	• **Compare how a common theme is presented in a range of texts**	• **Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories** • Explain the relationship between characters, plot, setting, point of view and theme