Reading Progression (A.R.E.)	3	4	5	6
National Curriculum: - Check that the text makes sense, discussing understanding and explaining the meaning of words in context *(Clarification)*	- Uses text before and after the unknown word to make a sensible guess about its meaning - Uses developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses knowledge of how a dictionary is structured to find out the meaning of new words	- Uses what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary to check the meaning of new vocabulary	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)
Reading Domain (Questions): - Give/explain the meaning of words in context (2a)	- What does the word XYZ mean? - Find and copy a word which means XYZ. - What other word/s could the author have used instead of XYZ? - Can you find a word (in paragraph 123) which is similar in meaning to XYZ? - What other words/phrases could the author have used to say/explain…? - Give the meaning of the word… in this sentence. - Can you find a word that means the same as…? - Can you find any other words within the word… that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase?	- Which word is closest in meaning to XYZ? - What other words could the author have used instead of XYZ? - Can you find a synonym for the word XYZ? - What other words/phrases could the author have used to say/explain…? - Which word in paragraph 123 means XYZ? - Give the meaning of the word… in this sentence. - Can you find a word that means the same as…? - What does this figurative phrase (simile/metaphor/ personification) mean?	- Which word is closest in meaning to XYZ? - What other words/phrases could the author have used to say/explain…? - Give the meaning of the word… in this sentence. - Which word (in paragraph 123) most closely matches the meaning of XYZ? - Which word (in paragraph 123) is a synonym for…? - Can you explain the definition of the word XYZ?	- What other words/phrases could the author have used to say/explain…? - Give the meaning of the word… in this sentence. - Which word in paragraph 123 most closely matches the meaning of XYZ? - Which word in paragraph 123 is a synonym for XYZ? - What does the phrase ABC mean? - Which word does the author use to tell us?
Examples of children's responses:	- "'Joyful' means the same thing as 'happy.'" - "I think the word 'scramble' means 'struggling' to 'climb' because it uses these words within the same paragraph." - When asked to find the word 'squabble,' the child finds the letter 'S' in the dictionary and then finds the correct word before reading the definition aloud.	- When the child comes across an unknown word, they can find the word in a dictionary (with very little support), and use the definition to explain what the word means. - "The simile 'as high as a skyscraper' means that the fence was really high because skyscrapers are really tall."	- "The author uses the word 'sullen' to help us understand how sad the character is." - "'Complex' is a synonym for 'difficult'." - When the child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means in their own words.	- "'Disturbed' is a synonym for 'feeling unsettled' or 'unhappy'." - "'Driving me round the bend' means that the character is being made to feel confused and annoyed." - The child can use the dictionary to work out the meaning of the word 'fraudulent', and they can use their own words 'something that is dishonest or illegal' as a synonym.
National Curriculum: - Retrieve, record and present information (from fiction and non-fiction)	- Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.	- Use range of different non-fiction text features to help retrieve information from a text, and support choose a simple way in which they could record the information they have discovered.	- Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. - Select and sort information from a range of sources and, with minimal support, record this information.	- Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. - Start to select information independently from more than one source and often summarise it (in note form).
Reading Domain (Questions): - Retrieve and record information and identify key details from fiction and non-fiction (2b)	- What page would I turn to, to find out about XYZ? *(non-fiction)* - What would I learn about on page ___? *(non-fiction)* - Which part of the text should I use to find…? - Why has the author organised the information like this? *(non-fiction)* - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? - What did XYZ do when s/he ABC? - Who are the characters in the book? - Where would you look to find information about…? - *Who…? What…? Where…? When…? How…?*	- What page would I turn to, to find out about XYZ? *(non-fiction)* - What would I learn about on page ___? *(non-fiction)* - Which part of the text should I use to find…? - Why has the author organised the information like this? - Where in the book would you find…? - Where/when does the story take place? - Where did s/he/it live? - Can you find evidence from the text which shows us that the character is feeling excited/angry/guilty? - *Who…? What…? Where…? When…? How…?*	- What page would I turn to, to find out about XYZ? *(non-fiction)* - What would I learn about on page ___? *(non-fiction)* - Which part of the text should I use to find…? - What do you think about the way information is organised in different parts of the text? - What was revealed at… the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? Explain. - Why did the character do…? *What effect did this have on the story?* - Can you explain one way in which the text suggests that…? Can you say where the text tells you this? - Which part of the story best describes XYZ? Explain why. - *Who…? What…? Where…? When…? How…?*	- Why has the author organised the information like this? - From whose point of view is the story told? How do you know? - At which part of the story does the atmosphere change/character realise…/action heighten? What evidence do you have to support/justify your opinion? - Which of these statements is true/false? Justify your answer. - What does the character bring to the story? - Why did the character do…? What effect did this have on the story? - Can you explain one way in which the text suggests that…? Can you say where the text tells you this? - Why did (character) do …? What effect did this have on the story? - Can you give two reasons why (character) does / does not like …? - *Who…? What…? Where…? When…? How…?*
Examples of children's responses:	- "The glossary helps me to understand what tricky words mean that I don't understand by myself." - With some support, the child can answer question such as: 'Can you explain where brown bears hibernate during the winter?' - When asked to learn where mangoes grow, the child uses a map, photo/caption as well as text to find relevant information. - "My favourite part of the story is when Max falls off his chair and squeals like a mouse, because I think that this is funny!"	- When asked to find a piece of information from a book, the child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form. - The child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart. - "I like it when Sara says 'I will never do it again' because it shows how sorry she is for her mistake."	- The child can quickly find information on a history topic on the 'Egyptians' by using library books, websites, maps and information leaflets, and with support can make notes of key points. - When given a page of text, the child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can explain/present this information to others. - "I think that it's true that Count Belvir is 'deceptive' because he keeps hiding things from others and denying he knows where they are kept."	- When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it succinctly. - When researching a topic, the child can locate information quickly, e.g. by skimming (general impression) and scanning (specific information) and can record or present information, e.g. by making brief notes. - When looking for specific information in fiction texts, the child can use skimming/scanning skills to find relevant details quickly and accurately, recording their findings in note form. - "The mood of the text becomes more dramatic as the author uses shorter sentences to describe what is happening."
National Curriculum: - Identifies main ideas (drawn from more than one paragraph) and summarises these	- Explains the main idea from the paragraphs just read	- Identifies the main ideas and key events from across a range of paragraphs	- Summarises the main ideas and themes explored within the wider text - Identifies at least one key detail which supports their thinking	- Summarises the main ideas and themes explored across the whole text read - Identifies key details which supports their thinking
Reading Domain (Questions): - Summarise main ideas from more than one paragraph (2c)	- What's the main point in paragraph 123? - Summarise the key point of paragraph 123. - What is the most important event that has happened so far? Why? - What happened first in this chapter/the story? - How did the story end? - How would you describe the character in one word.	- What's the main point in this paragraph? - Summarise the key point of this paragraph. - How would you describe the personality of… and why? - How would you summarise the beginning/middle/end of the story in 3 sentences? - Summarise the main character in 1/2/3 word/s.	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph/chapter in 3 words. - How would you describe the personality of… and why? - Summarise the main character in 1/2/3 word/s.	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph in 3 words. - What sub-headings could you give each paragraph/ section? - How would you describe the personality of… and why? - Summarise the character XYZ in 1/2/3 word/s.
Examples of children's responses:	- "The main thing that happens in this paragraph is that the teacher keeps the children in for their poor behaviour." - "I think the most important thing so far is that the egg has hatched because this shows us that the chick is alive and safe." - "The story ends with Paul returning the objects to the other characters, which shows that he realised he had done something wrong."	- "I think that the most important point is that children should be safe when crossing roads, as it tells us about the accidents that happen and where you should cross roads safely." - "At the beginning of the story: Kit had lost the key to his new house; felt a range of negative emotions (panic/confusion); and he began to explore various places he might have left it."	- "In summary, this chapter is about loss, hope and friendship." - "Mrs Cox feels 'lonely' and 'desperate to make friends' as she sits alone and stares out of her window, watching the world go by every day."	- "This story is primarily about the relationship between a father and son, and how important this bond is throughout life." - "The subtitles I would give these three paragraphs are: Habitat, Diet and Behaviour."
National Curriculum: - Draws inferences (such as inferring feelings, thoughts and motives from their actions), justifying inferences with evidence	- Makes straightforward inferences (inferring character's feelings, thoughts and motives) based on a single point of reference (about the character's actions and/or what they say) from the text	- Makes inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour	- Makes inferences drawing on evidence from across the text	- Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail
Reading Domain (Questions): - Makes inferences from the text/explain and justify inferences from evidence from the text (2d)	- What does the character say/do that makes you think that…? - Can you give me a specific word/phrase/sentence from the text that makes you think that…? - Can you give me a specific word/phrase/sentence from the text that makes you feel …? - What makes you think that…? - How can you tell that…? - What is the main theme of the story? - Which specific word/phrase in the text helps create a happy/sad/scary mood? - What makes this a successful story? Explain. - Why do you think …? Explain with evidence from the text. - How can you tell that …? Explain with evidence from the text. - Which word/s give you the impression that …?	- What makes you think that…? - How can you tell that…? - How does the character behave to make you think that…? - What evidence from the text can you give to support the idea that ABC is XYZ? - Can you find the place in the text where it reveals that the character is thinking/feeling…? - Can you find an example which shows where the main character is acting brave/foolish? - Why do you think …? Explain with evidence from the text. - How can you tell that …? Explain with evidence from the text. - Which word/s give you the impression that …? - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)…?	- What makes you think that…? - How can you tell that…? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Explain what… (phrase/word) suggests about… character/setting/action? - How does the blurb build up excitement and interest? - Which words/phrases does the author use to let us know how the main character is thinking/feeling? Explain. - How did the character's behaviour at this point, effect what happened later in the story? - Why do you think …? Explain with evidence from the text. - How can you tell that …? Explain with evidence from the text. - Which word/s give you the impression that …?	- What makes you think that…? - How can you tell that…? - Explain what… (phrase/word) suggests about… character/setting/action? - What motives do you think the character had behind…? Explain. - What assumptions can you make about XYZ? Why? - How does the author indicate that the character feels downhearted/anxious/frustrated/regretful? - Can you find a quotation from the text which reveals…? - Why did the character behave the way they did? Did they know what would happen as a consequence of their actions? Explain. - Why do you think …? Explain with evidence from the text. - How can you tell that …? Explain with evidence from the text. - Which word/s give you the impression that …?
Examples of children's responses:	- The child can answer questions such as: 'Why did Coraline slam the door on her 'other' mother? How was she feeling?' (when the answer is not stated directly in the text). - In a story where a character has misunderstood a situation, the child can answer the question: 'What did Laura think was happening?' - "I can tell that Jo is 'anxious' because she is biting her nails when her hands are shaking."	- The child can answer inferential questions, e.g. 'How do you think Isaac felt when he stayed over at his friend's house for the first time?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says he kept asking what time it was, so he must be wanting to go home soon.' - "I think that the wind was blowing hard because it says it 'howled' and later tells us it 'destroyed the old tree.'"	- The child can infer what a character is like from stated details, e.g. when the book states that a character has missed break and stolen from children's drawers, they can infer that the character is a 'trouble-maker' and can use the examples in the text to justify this answer. - "The word 'trudging' suggests that the soldier is struggling to walk across the muddy field." - "The word 'tranquil' tells us that the place is calm and peaceful."	- In discussing a story, the child might point out that Emily helped the elderly woman to her feet after her fall, but that was only so people would think she was a kind, helpful girl. - The child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising.

National Curriculum: - Predicts what might happen from details stated and implied	**- Makes a simple and sensible prediction of what might happen next based on what is stated** **- When prompted, justifies the prediction based on what has happened so far**	**- Predicts what might happen in a story, finding stated and clearly implied evidence to justify the prediction**	**- Makes a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction**	**- Predicts what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text**
Reading Domain (Questions): **- Predict what might happen from details stated and implied (2e)**	- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - How has the cover/title/first line/chapter heading helped you come up with this idea? - What might happen next? Why do you think this? - What has happened so far to make you think…?	- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - What do you think the main character might do next? Why? What clues has the author given? - What might happen next? What can you guess from what has/hasn't been said?	- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - Why did the author choose this setting? How might this influence how the story develops? Explain. - How is the character like someone you know? Do you think they will react in the same way? Why/why not? - What evidence from the text makes you think that XYZ might happen next? - Why did the author choose this setting? How might this influence how the story develops?	- Look at the cover/title/first line/chapter headings – What do you think the story is about/will happen next? - Based on what you know about the main character, how might this story develop? Why do you think this? Explain. - Based on the setting of the story, how might the character behave//think? Why do you think this? Explain. - Which quote from the text clearly explains why the character behaved in such a way? Explain your thinking. - What evidence from the text makes you think that XYZ might happen next? - Can you predict several possible outcomes and explain your answer? - If there was a sequel to this story, what might happen? Explain.
Examples of children's responses:	- In a story in which a very scruffy pirate goes to sea on a very tidy ship, the child can predict that the pirate might become more tidy and give a reason for this prediction. - In a story in which a character did not listen properly to an instruction, the child can predict that something will go wrong and can give a simple reason for this. - "I predict that this story will be about a child who struggles to make friends as the cover shows a girl standing separate from a small group of children."	- The child can answer predictive questions, e.g. 'How do you think Zainab will feel when she walks into her new house?' and, with support in finding the relevant section of the text, can justify their answer, e.g. 'It says she had lots of happy memories from her early childhood so I think she will be nervous about her new life in her new home.' - "The title 'Battle Within' suggest that this might be about someone who has lots of different and opposite emotions inside their head."	- The child can predict how a character might behave (e.g. the man is likely to get cross at the person knocking on his door) from details explained elsewhere (e.g. the man likes his own company). - "Kitty's mother is likely to be upset about her relationship because my mum got cross with me when I started playing with the wrong friends."	- "Queen Elsa has always looked after her people, so when she is faced with her town's people having no food I think she will give up what she has for them." - "I think that Bill will never trust his brother again because it says that he 'looked at his brother in a different light'."
National Curriculum: - Identifies how language, structure, and presentation contribute to meaning	**- Begins to use familiar non-fiction features independently to navigate through a text** **- Identifies some basic features of organisation at sentence/text level**	**- Identifies basic features of organisation at sentence/text level** **- Identifies some structural choices with simple comment given**	**- Discusses features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure (with some comment on effectiveness)**	**- Discusses and evaluates a range of features, relating to organisation at sentence/text level, and explains how these contribute to the effects achieved** **- Some detailed exploration about how structural choices support the writer's purpose or theme**
Reading Domain (Questions): **- Identify and explain how information/ narrative content is related and contributes to meaning as a whole (2f)**	- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? *(non-fiction)* - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - How does the layout of the page/chapter/book help you to find information easily/quickly? *(non-fiction)* - Where does it tell you…? - How could someone find out about…? - How is the layout of the book similar/different to…? - Why does the author use sub-headings? - How has the author organised their ideas? - In what way/s do the illustrations support the …?	- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - What impact does the author's use of short, punchy sentences have on the reader? - Where does it tell you…? - How could someone find out about…? - How has the author organised their ideas? - How has the author structured the text? Why? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the …?	- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How do the title/contents page/chapter headings/index/ glossary, etc… help me find information in this book? - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - How does the author use dialogue to move the action on? - Which text-type is this piece of writing? How do you know? - Which sub-headings could you give to each of these sections? - In what way/s do the illustrations support the …? - Who do you think this information is for?	- How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How has the author been successful in the planned purpose of the text? (Consider layout/language) - How does the author build up your understanding of the key theme/s? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the …? - Who do you think this information is for?
Examples of children's responses:	- When asked to locate a specific piece of information, the child uses headings/sub-headings to help them locate it. - The child can identify written instructions by commenting on presentational devices such as numbered lists. - The child can identify a set of school rules by commenting on the language used, e.g. commands/imperative verbs.	- The child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries. - The child can find examples of how some chapters open dramatically and other chapters end on a cliff-hanger. - "The author uses bold text to show that the character is probably really angry and possibly shouting."	- In a short non-fiction text, the child can explain what is successful and make some suggestions about how the layout could possibly be improved. - The child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading. - "The author uses speech to reveal the character's feelings and to prepare us for the decision he is likely to make next."	- The child can explain that diaries and autobiographies are written in the first person and that this helps the reader to understand that it is the narrator's point of view. - The child can compare language, structure and presentation of two texts on a similar theme, e.g. a history text and a diary from the same time, explaining how these contribute to the impact on the reader in each text. - "The author uses figures and then personal accounts to reveal the dreadful impact of the 'Holocaust' on the Jewish community."
National Curriculum: - Discusses words and phrases that capture the readers interest and imagination (Yr.3/4) - Discusses and evaluates how author's use language, including figurative language, considering the impact on the reader (Yr.5/6)	**- Recognises interesting vocabulary within a text and explains why this is effective** **- Explain, in simple terms, the effect the word has on the reader**	**- Discusses words and phrases from a text they have read and explains how they capture the reader's interest and imagination**	**- Discusses how authors use language, including figurative language, considering the impact upon the reader**	**- Discusses and, with some support, evaluates how authors use some common types of literary (figurative language, imagery, analogy) or subject-specific language, considering the impact upon the reader**
Reading Domain (Questions): **- Identify and explain how meaning is enhanced through choice of words and phrases (2g)**	- Find 2 or 3 things that the author tells you about… - What does this word/phrase/sentence XYZ tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used instead of XYZ? - Which words do you think are most effective in…? Why? - How has the author made the character appear… happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel…? Explain. - How does the description of the character tell you about how they are feeling? - How does the author get you interested in the story? - Why did the author choose the word XYZ in this sentence? - How does the author try and make the story more interesting? Explain. - Which words help the reader to…?	- Find 2 or 3 things that the author tells you about… - What does this word/phrase/sentence XYZ tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used instead of XYZ? - Which words do you think are most effective in…? Why? - How has the author made the character appear… happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel…? Explain. - Why do you think the author chose to use the word/s…? - As a reader, how do you feel about…? How did the author create this feeling? - How has the author made this part of the story scary/mysterious/adventurous? Explain. - Why has the author used short sentences here? - How do feel after reading this text? How has the author made you feel this way? - What impact does the phrase XYZ have on the reader?	- Find 2 or 3 things that the author tells you about… - What does this word/phrase/sentence XYZ tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used instead of XYZ? - Which words do you think are most effective in…? Why? - How has the author made the character appear… happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel…? - Which figurative devices has the author used? Why? - How does the simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase… help to make the description of the character/setting effective? - How does the author create a feeling of suspense? - Which words/phrases had most impact on you as a reader? Why? - How does the author's vocabulary choices/sentence structures make you want to keep on reading? - What impact does the phrase XYZ have on the reader?	- What does this word/phrase/sentence XYZ tell you about the character/setting/mood? - How does the author's use of vocabulary / sentence composition help to create a specific mood/atmosphere? - What other word/s or phrase/s could the author have used instead of XYZ? - Which words do you think are most effective in…? Why? - How has the author made the character appear… happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel…? - How does the simile/metaphor/personification help you to understand? Why is it effective? - How does the phrase… help to make the description of the character/setting effective? - How does the author use imagery to create mood? - Does the author present information in the most effective way? Why/why not? - How else could the author have presented this information? Why might it be better/worse in this way? Explain.
Examples of children's responses:	- The child can discuss interesting words, e.g. 'terrifying' and, in answer to the question: "Why is this a better choice than 'scary'?" can explain that 'terrifying' sounds scarier. - The child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.' - "The author makes me feel nervous because she asks questions like: 'What could be in the box?' 'Should the box be opened?'" - "The author makes the character seem frustrated because he uses words like 'annoyed' and 'irritated'."	- The child can discuss the phrase 'fearsome fighters' in a book about the Celts and explain, when prompted, that this is an effective choice because it makes you think that the Celts were powerful and dangerous. - The child can pick out the phrase 'a spring in his step' from a passage of text and explain that it's a good phrase because it makes it sound as if the character was going along happily. - "The author could have used the word 'baffled' instead of 'confused'."	- When prompted, the child can identify that "The dragon's breath was as hot as lava" is a good 'simile' because it helps the reader imagine how hot the dragon's breath was. - The child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen. - The child can notice that a particular character uses a lot of slang words, and explain how that affects reactions to that character. - The child notes how technical language in a non-fiction text helps to give a formal feel to the text. - "The phrase 'down-trodden' makes you feel sorry for the character because it sounds like he's trampled on by others."	- The child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text. - In response to directed questions, the child can identify that a poem about the summer and the winter could be an analogy for two people with very different personalities. - When asked how a poet has helped the reader to picture a scene, the child can identify examples of figurative language and analogy and explain how these affect the reader. - "The author creates an understanding of the power of weapons by using personification to talk about how they 'behave' in a violent manner."

Jez Smith (2017)