

PROGRESSION OF TEXT ANALYSIS TO BE USED IN CONJUNCTION WITH THE KLIs and READING CANON

READING	Year Group						
	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Difference between fiction and non-fiction</i>		Plot outline Problem/Dilemma	Plot outline Problem/Dilemma Closure	Plot outline Problem/Dilemma Closure Hooks	Plot outline Problem/Dilemma Closure Hooks Mini-problems	Plot outline Problem/Dilemma Closure Hooks Mini-problems	Plot outline Problem/Dilemma Closure Hooks Mini-problems
<i>Protagonists and antagonists</i>		Narrative viewpoint Characters	Narrative viewpoint Characters	Narrative viewpoint Characters	Narrative viewpoint Characters Narrative conflict Authorial viewpoint	Narrative viewpoint Characters Narrative conflict Authorial viewpoint	Narrative viewpoint Characters Narrative conflict Authorial viewpoint
		Genre	Genre	Genre Plot type	Genre Plot type	Genre Plot type	Genre Plot type
		Setting	Setting Vocabulary choices	Setting Vocabulary choices Mood Theme	Setting Vocabulary choices Mood Theme	Setting Vocabulary choices Mood Theme Anthropomorphism Tone	Setting Vocabulary choices Mood Theme Anthropomorphism Tone Irony
		Similar stories	Similar stories	Similar stories	Similar stories	Similar stories	Similar stories
		Sentence structure	Sentence structure	Sentence structure	Sentence structure	Sentence structure	Sentence structure

Comprehension Strategies:

- Retrieving
- Comprehension monitoring
- Inference – local and global *
- Summarising and paraphrasing
- Finding evidence
- Skimming and scanning
- Fact/opinion

* “The benefits readers derive from instructions to use comprehension strategies is sizable, but it seems to be a one-time gain. In other words, there’s no evidence that extensive practice with these strategies yields an advantage over a brief intervention – say, 10 lessons. That may surprise you, as we are used to thinking of skills as benefitting from practice – more practice, more skill. But ... comprehension is the product of connecting ideas. Strategy instruction emphasizes that ideas *should be* connected, but it cannot tell a reader how to make those connections. The connections are specific to the meaning of the text. So the injunction ‘make inferences!’ may convince a reader who has not previously done so to begin making them, but that will be a one-time improvement.” Willingham, D.T. (2017:126)