

Reading – Reading Comprehension Author Intention

Year Group	Key Skills
Nursery (please also refer to the Little Wandle Phonics Scheme)	Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
Reception (please also refer to the Little Wandle Phonics Scheme)	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Y1 (please also refer to the Little Wandle Phonics Scheme)	Discuss how authors use language including literary language by: <ul style="list-style-type: none"> • discussing language choices that are key to the text • recognising typical phrases found in stories
Y2 (please also refer to the Little Wandle Phonics Scheme)	Discuss how authors use language including literary language by: <ul style="list-style-type: none"> • discussing effective language choices • Identifying and discussing simple figurative words and phrases • exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'sharp ears' Tear Thief
Y3	Discuss how authors use language, including figurative language, considering the impact on the reader by: <ul style="list-style-type: none"> • discussing the way descriptive language and small details are used to create an impression for the reader • discussing the meaning of figurative words and phrases (fiction and non fiction) • exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning e.g. 'Give me a break!' (Strongest Girl in the World) • collecting and discussing unknown technical or subject specific vocabulary
Y4	Discuss how authors use language, including figurative language, considering the impact on the reader by: <ul style="list-style-type: none"> • discussing the way descriptive language and small details are used to create an impression for the reader • beginning to evaluate the use of particular words or phrases, and their effect on the reader • continuing to discuss the meaning of figurative words and phrases (fiction and non fiction) • beginning to explore the effect of imagery sustained within a paragraph • exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'parted the crowd easily' (Harry Potter and The Philosopher's Stone) • beginning to discuss how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims • considering language chosen by the author to influence the reader's feelings
Y5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by: <ul style="list-style-type: none"> • describing and evaluating the use of particular words or phrases, and their effect on the reader • discussing language choices in the text that provides clues to the author's intent • continuing to discuss the meaning of figurative words and phrases (fiction and non fiction) • exploring the effect of imagery sustained within a paragraph • beginning to discuss how writers create shades of meaning • exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'pricked his ears' (Wolf Brother) • exploring how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims • discussing the impact of authorial choices on the reader
Y6	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by: <ul style="list-style-type: none"> • continue to describe and evaluate the use of particular words or phrases, and their effect on the reader • continue to discuss language choices in the text that provides clues to the author's intent • continuing to discuss the meaning of figurative words and phrases (fiction and non fiction) • continuing to explore the effect of imagery sustained within and across paragraphs • discussing how writers create shades of meaning • exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'pick up speed' (House with Chicken Legs) • continuing to explore how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims • continuing to discuss the impact of authorial choices on the reader