

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

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