

Skill	Reception	Year 1	Year 2		
<b>Response to Text</b>	<p>Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly; may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.</p>	<p>Children learn to – listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading; listen to <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i>; talk about words they know or like; participate in discussion about the text, <i>taking turns and listening to others</i>; draw links between the text and some of their own experiences; are shown some ways to <i>find information in non-fiction texts</i>; can <i>discuss the significance of the title or events</i>; are <i>learning to appreciate</i> poems and rhymes, beginning to express reasons for preferences.</p>	<p>Children learn to – develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and <i>classic poetry</i>, stories and non-fiction at a level beyond their independent reading ability; participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, taking turns and listening to others; discuss the <i>sequence of events</i> in stories; <i>retell these events orally</i>, once the story has become familiar; talk about how different items of information in non-fiction texts are related; <i>recognise simple recurring literary language</i> e.g. once, long ago; far, far away; we shall have snow; <i>clarify the meaning of words, linking new meanings to known vocabulary</i>; discuss favourite words/ phrases.</p>		
Skill	Year 3	Year 4	Year 5	Year 6	
<b>Response to Text</b>	<p>Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books; participate in discussion about texts, sometimes listening to others;</p>	<p>With <i>growing confidence</i>, and <i>gathering experience from a wider range of texts</i>, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others;</p>	<p>Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i>; during discussion, build on their own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes;</p>	<p>With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and <i>challenging others' views courteously</i>; discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader</i>;</p>	

	increase their familiarity with texts including fairy stories, <i>myths and legends</i> ; retell some of these orally; discuss words and phrases which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.	develop their familiarity with texts including myths and legends; retell some of these orally; <i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest; identify how language, <i>paragraph structure and layout</i> contribute to meaning.	during supported discussion, make comparisons within and across texts; with guidance, distinguish between <i>fact and opinion</i> ; discuss and evaluate how authors use language, considering the <i>impact on the reader</i> ; begin to understand <i>figurative language e.g. metaphor, personification</i> .	identify and talk about figurative language and its impact; distinguish between fact and opinion; explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views</i> .
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### Progression of **Response to Text** through the Primary School

**Response to Texts** is an important element in the child's repertoire of reading skills. This is less about comprehension of the words on the page, and more about the child's reactions and responses to the text and author.

- How does this text make you feel?
- What do you think of this character?
- Which part do you prefer? Can you explain why?
- How does the way this is set out on the page help us to find information?
- Do you think this letter has been structured in a way that is helpful to the reader?
- Can you see how the author has achieved that?
- Do you like the phrase this author has chosen?
- Can you think of another text which compares with this one? How is it different?

Response to texts, therefore, involves the more discursive aspects of reading, when we join together with others and discuss what we think of the characters or events in the texts, or when we form a view about how successful the author has been. Terms such as 'fact' and 'opinion' therefore come into play, as do 'impact' and 'effect' or 'impression'. We are asking the reader to have a viewpoint and express an opinion. This is therefore mainly an evaluative reading skill, and one which is both enjoyable and important to develop.

