Reading Comprehension – Language for Effect
The Federation of Nettlestone & Newchurch

Reading: Language for Effect					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• I can enjoy word play in books and am able to identify words and phrases I like. • I can recognise and join in with predictable phrases. • I can talk about rhyme and repetition in patterned texts. • I can use the language of a known story for retelling, particularly repetitive patterns (e.g. *I'll huff and I'll puff*).	• **I am developing pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poems. KPI** • **I can discuss the sequence of events in books and how items of information are related. KPI** • I am beginning to understand the effects of different words and phrases e.g. to create humour, images and atmosphere. • I can discuss favourite words and phrases. • I can identify rhyming and alliterative words. • I can identify how vocabulary choice affects meaning, identify or providing my own synonyms for	• I can identify how language, structure and presentation contribute to meaning. • I can identify specific language which contributes to the development of meaning. • I can identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest me. • I can discuss the effect specific language has on the reader. • I am beginning to discuss how language, structure and presentation help the reader to understand the text.	• I can identify specific techniques, (e.g. simile, metaphor, repetition, exaggeration) and explain the effect on me as a reader. • I can identify how language, structure, and presentation are combined to contribute to meaning. • I am beginning to discuss the effect that language, structure and presentation have on the reader. • I can give examples to illustrate how language, structure and presentation help the reader to understand the text.	• I can identify and comment on genre-specific language features used in age-appropriate texts, (e.g. related language to convey information in a non-fiction text). • I can identify how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate. • I can understand and begin to use technical terms to discuss language effects, (e.g. simile, metaphor, personification), with reference to the text. • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I can discuss and evaluate the intended impact of the language	• I can discuss and evaluate the author's use language, including figurative language, considering the impact on the reader. • I can identify and comment on genre-specific language features used in age-appropriate texts, (e.g. shades of meaning between similar words). • I can identify how language, structure, and presentation contribute to meaning and support its purpose, (e.g. persuading, explaining, informing etc.). • I can understand and begin to use technical terms to discuss language effects, (e.g. symbol, imagery, analogy). • I can understand and use a range of technical terms to

	specific words within the text.			used with reference to the text.	discuss language effects, (e.g. simile, metaphor, personification, with reference to the text). • I can compare and discuss accounts of the same event or characters or settings or viewpoints in texts, exploring a similar theme or topic, or written in a similar genre.