

**Progression in AF4: Identify & comment on the structure & organisation of texts, including grammatical & presentational features at text level.**

	<b>Beginning to develop expectations</b>	<b>Embedding understanding of expectations</b>	<b>Securely demonstrates application of expectations</b>
<b>EYFS</b>	Beginning to be aware of the way stories are structured. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		Knows that print carries meaning and, in English, is read from left to right and top to bottom.
	Holds books the correct way up and turns pages.		
	Show interest in illustrations and print in books and print in the environment.		
<b>Year 1</b>	*Knows the difference between fiction and non-fiction *Understands and uses language referring to rules of print <i>e.g. cover, page, word, letter, beginning and end.</i>	Can identify features of fiction and non-fiction texts with support	Compare the features of non-fiction and fiction texts
<b>Year 2</b>	Is beginning to understand that <b>non-fiction books that are structured in different ways.</b>	Comments on ways non-fiction texts are written and presented, including similarities and differences.	Can use organisational features of a non-fiction text with some support
	Uses knowledge of alphabetical order to find a given letter in a dictionary or glossary	Use simple dictionaries to locate given words with guided support	Use simple dictionaries to locate given words independently
<b>Year 3</b>	Beginning to understand and make simple comments on how the organisational features support text <i>e.g. titles, fonts, certain punctuation including exclamation mark and question mark.</i>	Is beginning to give reasons for how the organisational features support text <i>e.g. titles, fonts, certain punctuation including exclamation mark and question mark.</i>	Can give reasons for how the organisational features support text <i>e.g. titles, fonts, certain punctuation including exclamation mark and question mark.</i>
<b>Year 4</b>	With support, can comment on the use of presentational devices for a wider range of texts. <i>E.g. numbering and headings in instructions, greetings in letters</i>	Is beginning to give reasons for the use of presentational devices for a wider range of texts. <i>E.g. numbering and headings in instructions, greetings in letters</i>	Can give reasons for the use of presentational devices for a wider range of texts. <i>e.g. The writer uses bullet points to summarise the main reasons.</i>
<b>Year 5</b>	With support, can give reasons for a wider range of structural devices at text level for both fiction and non-fiction <i>e.g. Why has the author chosen to change paragraph after this sentence? Why has the author used a chart here?</i>	Is able to comment on the structural devices the author has used to convey information across a range of fiction and non-fiction texts <i>e.g. Why is it easier to read? Why is the font different in this sentence?</i>	Can comment on structural features of different text types (both fiction and non-fiction) relating to purpose and audience <i>e.g. What is the purpose of the pictures on pages 3 and 4? How is the layout appropriate for the particular audience this leaflet is aimed at?</i>
<b>Year 6</b>	With increasingly complex texts can comment on the use of organisational and language features	Is beginning to apply what they know about text features <i>e.g. Why has author set out this leaflet like this – could they have been written any other way? The child can evaluate the features and suggest alternatives (using their knowledge of purpose and audience)</i>	Can apply what they know about text features <i>e.g. Why has author set out instructions like this – could they have been written any other way? The child can evaluate the features and suggest alternatives (using their knowledge of purpose and audience)</i>