Progression in AF7: relate texts to their social, cultural & historical traditions

	Beginning to develop expectations	Embedding understanding of expectations	Securely demonstrates application of expectations
EYFS			
Year 1	In guided sessions, beginning to identify basic features of well-known stories *e.g. happily ever after and good v evil*	Can identify basic features of a wider range of traditional stories *e.g. what typically happens to good and bad characters and character types such as the handsome Prince, main character with a problem etc*	Can identify and comment on features of traditional stories with increasing confidence *e.g. common themes linking traditional stories such as typical settings, typical character roles, common plot or storyline*
	Comments on events, characters and ideas and, with prompting, will link to their own experiences	Comments on events, characters and ideas and is beginning to independently link these to their own experiences	Comments on events, characters and ideas and links these to their own experiences
Year 2	Developing awareness that books are set in different times and places	With support, (such as prompts and questions e.g. "Look at the names... What do the clothes tell you about... Look at the picture how do you know it is set in...) will refer to the text to identify that it is set in a different time and/or place	Can explain how they know that books are set in different times and places making reference to the text
Year 3	Can identify the setting (time or place) of a text *e.g. I know it is set in the U.S.A because … It is in the present day and the evidence for that is…*	Beginning to find and comment on similarities, themes and conventions e.g. settings, plots and topic	Can find and comment on similarities in themes and conventions *e.g. settings, plots and topic.*
Year 4	Can comment on the typical features of texts set in different times and cultures	Is beginning to make connections between 2 or more texts and discuss similarities of themes and conventions *e.g. settings, plots and topic*	Can make connections between 2 or more texts and discuss similarities of themes and conventions *e.g. settings, plots and topic*
Year 5	Identify key themes of a range of more complex texts related to social issues e.g. poverty, bullying, theft, family, cultural and historical	Explain the key features, themes and role of characters across a range of more complex texts	Compares and contrasts themes across a range of more challenging/complex texts (social, cultural and historical)
Year 6	With support, is beginning to make comparisons between the language in older texts with modern standard English (spelling, punctuation & vocabulary)	With growing independence, can make comparisons between the language in older texts with modern standard English (spelling, punctuation & vocabulary)	Across a greater range of texts, is able to comment on the effect the context (time and setting) has on language choice

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