SS Peter & Paul Catholic Primary School

Reading Language Continuum

Progressive language for book talk, comprehension and literary response · Year 1 to Year 6 · 2026–27

Purpose: This continuum identifies language we want pupils to hear, understand and increasingly use independently. It is a suggested progression rather than vocabulary extracted verbatim from the texts. The reading-spine examples show where the language can be modelled and applied.

Year	Reading-spine examples	Vocabulary & language	Reading / literary terminology	Language for discussion & response
Year 1	The Gruffalo; Last Stop on Market Street; Beegu; Billy and the Beast; The Extraordinary Gardener; The Sea Saw	describe, notice, predict, remember, sequence, compare, feeling, action, setting, character, event, beginning, middle, end; because, so, but	title, author, illustrator, character, setting, event, story, fiction, non-fiction, poem, rhyme, repeated phrase	I notice… · I think… because… · I predict… · My favourite part is… because… · The character feels… · This reminds me of…
Year 2	The Three Little Pigs; Wolves; The Emperor's Egg; We Are Water Protectors; The Magic Paintbrush; The Great Fire; The Lion King	explain, retrieve, infer, evidence, compare, contrast, cause, effect, problem, solution, fact, opinion; first, next, meanwhile, finally	narrator, plot, sequence, theme, information text, heading, caption, glossary, rhyme, verse, traditional tale, homophone	The text tells me… · I know this because… · This suggests… · Both texts… whereas… · The author has chosen… · I agree/disagree because…
Year 3	Cinderella of the Nile; The Story of Tutankhamun; Edward Tulane; The Lighthouse; Earth-Shattering Events; Escape from Pompeii; Leon and the Place Between	summarise, clarify, justify, viewpoint, motive, atmosphere, impression, consequence, similarity, difference, evidence, context; although, however, therefore	paragraph, chapter, dialogue, narrator, first person, third person, description, imagery, simile, metaphor, suspense, historical fiction	My evidence is… · This gives the impression… · The character may have… because… · In contrast… · The writer creates… by… · A concise summary is…
Year 4	The Rabbits; Arthur and the Golden Rope; The Iron Man; Charlotte's Web; Cloud Tea Monkeys; Beowulf; The Lion, the Witch and the Wardrobe	analyse, interpret, imply, perspective, relationship, conflict, tension, mood, symbolism, choice, impact, empathy; despite, consequently, in addition	theme, viewpoint, perspective, figurative language, personification, alliteration, symbolism, myth, legend, fantasy, structure, foreshadowing	This implies… · The writer's choice of… suggests… · The relationship changes because… · One interpretation is… · The mood shifts from… to… · This links to the theme of…
Year 5	Kensuke's Kingdom; Children of the Benin Kingdom; Macbeth; The Highwayman; Hidden Figures; Kaspar, Prince of Cats	evaluate, analyse, deduce, connotation, intention, influence, prejudice, ambition, loyalty, betrayal, resilience, consequence; nevertheless, whereas, furthermore	authorial intent, connotation, motif, dramatic irony, ambiguity, bias, reliability, narrative viewpoint, stanza, rhythm, rhyme scheme, graphic novel	The word/phrase… has connotations of… · The writer may intend… · This is effective because… · An alternative interpretation is… · The evidence is convincing because… · The viewpoint is shaped by…
Year 6	The Odyssey; High Rise Mystery; Rose Blanche; Anne Frank; Floodland; Romeo & Juliet; Windrush Child; The Arrival	synthesise, critique, evaluate, interpret, nuance, perspective, context, prejudice, migration, identity, justice, conflict, morality, reliability; conversely, arguably, ultimately	narrative structure, chronology, flashback, symbolism, motif, allegory, ambiguity, irony, dramatic irony, juxtaposition, register, tone, bias, primary/secondary source	Arguably… · A more nuanced interpretation is… · Across the text… · This contrasts with… · The writer positions the reader to… · The context influences… · On balance, the strongest evidence is…

Disciplinary language — how readers talk about their work

Year	Core reading actions	Teacher prompts to model	Pupil language we want to hear
Year 1	notice · retrieve · sequence · predict · describe · connect	What do you notice? · What happened first/next? · What do you think will happen? · How does the character feel?	I can see… · First… then… · I think… because… · The character feels… because…
Year 2	retrieve · explain · infer · compare · summarise	Which words tell you? · What does this make you think? · What is the same/different? · Can you sum up this part?	I know because the text says… · This suggests… · Both… but… · The main idea is…
Year 3	clarify · infer · justify · summarise · identify effect	What evidence supports that? · What impression is created? · Why might the writer have chosen this description?	My evidence is… · This gives the impression… · The writer creates… by… · In summary…
Year 4	analyse · interpret · compare viewpoints · explain effect	What does this imply? · How does the language affect the reader? · How does this connect to a theme?	This implies… · The phrase… is effective because… · One interpretation is… · This links to the theme of…
Year 5	analyse · evaluate · explore authorial choice · consider alternatives	What are the connotations? · What might the writer intend? · Is there another interpretation? · How convincing is the evidence?	The word… has connotations of… · The writer may intend… · Alternatively… · This is convincing because…

Year 6	synthesise · critique · evaluate perspective · develop nuanced interpretations	How do ideas develop across the text? · How does context shape meaning? · How is the reader positioned? · Which interpretation is strongest?	Across the text… · Arguably… · A more nuanced interpretation is… · The writer positions the reader to… · On balance…