

Literacy – Reading across the curriculum Foundation Phase		Nursery	Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> <li>choose different types of reading materials including books</li> <li>recognise familiar words, <i>e.g. own name</i>, and print in the environment, <i>e.g. logos</i></li> <li>make meaning from pictures in books, adding detail to their explanations</li> <li>recognise and make meaning from pictures on-screen</li> </ul>	<ul style="list-style-type: none"> <li>choose reading materials including books</li> <li>recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):               <ul style="list-style-type: none"> <li>blend combinations of letters</li> <li>segment combinations of letters</li> </ul> </li> <li>read simple words such as consonant-vowel-consonant words</li> <li>read simple captions and texts recognising high-frequency words</li> <li>show an awareness of full stops when reading</li> <li>show an awareness of the difference between stories and information texts</li> <li>make meaning from visual features of the text, <i>e.g. illustrations, photographs, diagrams and charts</i></li> <li>recognise and make meaning from words and pictures on-screen</li> </ul>	<ul style="list-style-type: none"> <li>choose reading materials and explain what the text is about and why they like it</li> <li>apply the following reading strategies with increasing independence:               <ul style="list-style-type: none"> <li>phonic strategies to decode words</li> <li>recognition of high-frequency words</li> <li>context clues, <i>e.g. prior knowledge</i></li> <li>graphic and syntactic clues</li> <li>self-correction, including re-reading and reading ahead</li> </ul> </li> <li>read suitable texts with accuracy and fluency</li> <li>read aloud with attention to full stops and question marks</li> <li>read aloud with expression, showing awareness of exclamation and speech marks</li> <li>identify simple text features such as titles and pictures to indicate what the text is about</li> <li>look for clues in the text to understand information</li> <li>understand the meaning of visual features and link to written text, <i>e.g. illustrations, photographs, diagrams and charts</i></li> <li>identify words and pictures on-screen which are related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>choose reading materials independently giving reasons for their choices</li> <li>apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts:               <ul style="list-style-type: none"> <li>phonic strategies</li> <li>recognition of high-frequency words</li> <li>context clues, <i>e.g. prior knowledge</i></li> <li>graphic and syntactic clues</li> <li>self-correction, including re-reading and reading ahead</li> </ul> </li> <li>read a range of suitable texts with increasing accuracy and fluency</li> <li>read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace</li> <li>identify and use text features, <i>e.g. titles, headings and pictures</i>, to locate and understand specific information</li> <li>look for key words to find out what the text is about</li> <li>use the different features of texts to make meaning, <i>e.g. pictures, charts and layout</i></li> <li>identify key words to search for information on-screen, and modify search words as necessary</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>recall details of a story or text by answering open-ended questions or referring to picture prompts</li> <li>begin to make links to own experiences when listening to or exploring books/texts</li> </ul>	<ul style="list-style-type: none"> <li>retell familiar stories in a simple way</li> <li>identify information from a text using visual features and words</li> <li>relate information and ideas from a text to personal experience</li> </ul>	<ul style="list-style-type: none"> <li>retell events from a narrative in the right order</li> <li>identify information related to the subject of a text</li> <li>recall details from information texts</li> <li>use personal experience to support understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>recall and retell narratives and information from texts with some details</li> <li>identify information from a text accurately and sort into categories or headings</li> <li>explain relevant details from texts</li> <li>draw upon relevant personal experience and prior knowledge to support understanding of texts</li> </ul>
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"> <li>show an interest in books and enjoy their content</li> <li>follow picture books and texts read to them and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>show an interest in books and other reading materials and respond to their content</li> <li>follow texts read to them and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>express a view about the information in a text</li> <li>explore language, information and events in texts</li> <li>make links between texts read and other information about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>express views about information and details in a text</li> <li>show understanding and express opinions about language, information and events in texts</li> <li>make links between texts read and new information about the topic.</li> </ul>

Literacy – Reading across the curriculum Key Stage 2		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"><li>• use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li><li>• read short information texts independently with concentration</li><li>• read aloud using punctuation to aid expression</li><li>• skim to gain an overview of a text, <i>e.g. topic, purpose</i></li><li>• look for specific information in texts using contents, indexes, glossaries, dictionaries</li><li>• identify different purposes of texts, <i>e.g. to inform, instruct, explain</i></li><li>• identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i></li><li>• use visual clues, <i>e.g. illustration, photographs, diagrams and charts</i>, to enhance understanding</li><li>• locate information on web pages using screen features, <i>e.g. toolbars, side bars, headings, arrows</i></li></ul>	<ul style="list-style-type: none"><li>• use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li><li>• read texts, including those with few visual clues, independently with concentration</li><li>• use understanding of sentence structure and punctuation to make meaning</li><li>• skim to gain the gist of a text or the main idea in a chapter</li><li>• scan for specific information using a variety of features in texts, <i>e.g. titles, illustrations, key words</i></li><li>• identify how texts differ in purpose, structure and layout</li><li>• find information and ideas from web pages, using different search methods, considering which are the most efficient methods</li></ul>	<ul style="list-style-type: none"><li>• use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li><li>• read extended texts independently for sustained periods</li><li>• identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li><li>• use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i></li><li>• scan to find specific details using graphic and textual organisers, <i>e.g. sub-headings, diagrams</i></li><li>• identify features of texts, <i>e.g. introduction to topic, sequence, illustrations, degree of formality</i></li><li>• use information from trusted sources, on-screen and on paper, selecting and downloading as necessary</li></ul>	<ul style="list-style-type: none"><li>• use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li><li>• read complex texts independently for sustained periods</li><li>• understand how punctuation can vary and so affect sentence structure and meaning, <i>e.g. I had chocolate(,) cake and cheese for tea</i></li><li>• use a range of strategies for finding information, <i>e.g. skimming for gist, scanning for detail</i></li><li>• read closely, annotating for specific purposes</li><li>• use internet searches carefully, deciding which sources to read and believe</li></ul>
	Comprehension	<ul style="list-style-type: none"><li>• accurately identify the topic and main ideas of a text, <i>e.g. by highlighting, using key words of the text</i></li><li>• deduce ideas and information by linking explicit statements, <i>e.g. cause and effect</i></li><li>• take an interest in information beyond their personal experience</li></ul>	<ul style="list-style-type: none"><li>• accurately identify the main points and supporting information in texts</li><li>• deduce connections between information, <i>e.g. sequence, importance</i></li><li>• explore information and ideas beyond their personal experience</li></ul>	<ul style="list-style-type: none"><li>• show understanding of main ideas and significant details in texts, <i>e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process</i></li><li>• infer meaning which is not explicitly stated, <i>e.g. what happens next?, why did he/she do that?</i></li><li>• identify and explore ideas and information that interest them</li></ul>	<ul style="list-style-type: none"><li>• show understanding of main ideas and significant details in different texts on the same topic</li><li>• infer ideas which are not explicitly stated, <i>e.g. writers' viewpoints or attitudes</i></li><li>• identify ideas and information that interest them to develop further understanding</li></ul>
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"><li>• use information from texts in their discussion or writing</li><li>• make links between what they read and what they already know and believe about the topic.</li></ul>	<ul style="list-style-type: none"><li>• select and use information and ideas from texts</li><li>• understand how something can be represented in different ways, <i>e.g. moving image, multi-modal and print.</i></li></ul>	<ul style="list-style-type: none"><li>• gather and organise information and ideas from different sources</li><li>• identify what the writer thinks about the topic, <i>e.g. admires a historical figure, only interested in facts</i></li><li>• consider if the content is reliable, <i>e.g. are photographs more reliable than drawings?</i></li></ul>	<ul style="list-style-type: none"><li>• collate and make connections, <i>e.g. prioritising, categorising</i>, between information and ideas from different sources</li><li>• distinguish between facts, theories and opinions</li><li>• compare the viewpoint of different writers on the same topic, <i>e.g. rats are fascinating or a menace</i></li><li>• consider whether a text is effective in conveying information and ideas.</li></ul>

Literacy – Reading across the curriculum Key Stage 3		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"><li>• use their knowledge of:<ul style="list-style-type: none"><li>– word roots and families</li><li>– grammar, sentence and whole-text structure</li><li>– content and context</li></ul>to make sense of words, sentences and whole texts</li><li>• use a range of strategies, <i>e.g. speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information</li><li>• assess the quality and reliability of information on web pages, considering its origins and verifying accuracy</li></ul>	<ul style="list-style-type: none"><li>• use their knowledge of:<ul style="list-style-type: none"><li>– word roots and families</li><li>– grammar, sentence and whole-text structure</li><li>– content and context</li></ul>to make sense of words, sentences and whole texts</li><li>• use a range of strategies, <i>e.g. speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information</li><li>• be selective about which internet sources to download or quote depending on their reliability and relevance</li></ul>	<ul style="list-style-type: none"><li>• use their knowledge of:<ul style="list-style-type: none"><li>– word roots and families</li><li>– grammar, sentence and whole-text structure</li><li>– content and context</li></ul>to make sense of words, sentences and whole texts</li><li>• use a range of strategies, <i>e.g. speed reading, close reading, annotation, prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information</li><li>• make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues</li></ul>
	Comprehension	<ul style="list-style-type: none"><li>• read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them</li><li>• select the main points from texts and identify how information and evidence are used to support them</li><li>• read between the lines using inference and deduction</li><li>• identify how a text is organised, <i>e.g. logically or thematically</i>, to make the content clear and informative</li><li>• follow up initial ideas that interest them by further research</li></ul>	<ul style="list-style-type: none"><li>• read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them</li><li>• locate and selectively use additional information and evidence from different sources</li><li>• use inference and deduction to understand layers of meaning</li><li>• make connections between texts, their themes and factual content, and identify any agreement and contradictions</li><li>• read around a topic that interests them and develop a broader understanding of it through research</li></ul>	<ul style="list-style-type: none"><li>• read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them</li><li>• follow up and use additional material in texts to extend understanding</li><li>• gain a full understanding of texts using inference, deduction and analysis</li><li>• compare and contrast themes and issues across a range of texts</li><li>• research a wide range of sources to develop a full understanding of a topic or issue</li></ul>
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"><li>• collate and summarise relevant information, <i>e.g. pull together and sum up facts and ideas about an issue</i>, from different texts</li><li>• distinguish between facts, theories and opinions and use evidence to show the differences</li><li>• compare views of the same topic and consider which is most valid</li><li>• evaluate the content, presentation and appeal of a text.</li></ul>	<ul style="list-style-type: none"><li>• summarise and synthesise information, <i>e.g. concise account of a broad topic</i>, using different sources</li><li>• distinguish between bias and objectivity and explain how they are different</li><li>• identify different views of a topic and any areas of agreement and contradiction</li><li>• evaluate texts in terms of quality and level of interest.</li></ul>	<ul style="list-style-type: none"><li>• synthesise and analyse information to gain in-depth understanding, <i>e.g. of causes, consequences, patterns</i>, using different sources</li><li>• distinguish between facts/evidence and bias/argument</li><li>• identify different interpretations of facts and information and evaluate their relative merits</li><li>• evaluate the usefulness and reliability of texts.</li></ul>

Literacy – Reading across the curriculum Key Stage 4		Year 10	Year 11	Extension
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> <li>use their knowledge of:               <ul style="list-style-type: none"> <li>word roots and families</li> <li>grammar, sentence and whole-text structure</li> <li>content and context</li> </ul> </li> <li>to make sense of words, sentences and whole texts</li> <li>use a range of strategies, e.g. <i>speed reading</i>, <i>close reading</i>, <i>annotation</i>, <i>prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes</li> <li>use the internet to search selectively, assessing the reliability and significance of what they find</li> </ul>	<ul style="list-style-type: none"> <li>use their knowledge of:               <ul style="list-style-type: none"> <li>word roots and families</li> <li>grammar, sentence and whole-text structure</li> <li>content and context</li> </ul> </li> <li>to make sense of words, sentences and whole texts</li> <li>use a range of strategies, e.g. <i>speed reading</i>, <i>close reading</i>, <i>annotation</i>, <i>prediction</i>, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes</li> <li>use the internet to search selectively, assessing the reliability, significance and accuracy of what they find</li> </ul>	<ul style="list-style-type: none"> <li>select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts</li> <li>demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes</li> <li>make cogent and critical responses and show originality in analysis and interpretation</li> <li>make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively</li> <li>summarise and synthesise information and ideas succinctly from different sources.</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>read and analyse a range of unseen printed and multi-modal texts with concentration and independence</li> <li>analyse texts and subtexts, responding and conveying ideas clearly and appropriately</li> <li>gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader</li> <li>compare and contrast themes and issues across a range of texts and make text-to-text connections</li> <li>independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue</li> </ul>	<ul style="list-style-type: none"> <li>read and analyse a range of unseen printed and multi-modal texts with concentration and independence</li> <li>analyse and respond to texts and subtexts confidently, understanding and interpreting meaning</li> <li>gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader</li> <li>compare and contrast themes and ideas in a range of texts confidently, exploring how they vary in purpose and effect</li> <li>independently research a wide range of sources to develop a full understanding of an increasingly complex topic or issue</li> </ul>	
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"> <li>synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views</li> <li>understand and distinguish between facts/evidence and bias/argument, commenting on both obvious points and inferences</li> <li>comment on different interpretations of issues and ideas, using the text to support opinions</li> <li>evaluate the purpose, impact and reliability of texts.</li> </ul>	<ul style="list-style-type: none"> <li>synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views</li> <li>understand and explore in detail how texts may be interpreted differently, distinguishing between facts/evidence and bias/argument</li> <li>explore in detail different interpretations of issues and ideas, using the text to support opinions</li> <li>confidently evaluate the purpose, impact and reliability of texts.</li> </ul>	