

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

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

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

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