Literacy – Reading across the curriculum
Foundation Phase

Elements	Aspects	Reception — Learners are able to:	Year 1 — Learners are able to:	Year 2 — Learners are able to:

Locating, selecting and using information	**Reading strategies**	• choose reading materials including books
		• recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):
		  – 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. illustrations, photographs, diagrams and charts*
		• recognise and make meaning from words and pictures on-screen
			• choose reading materials and explain what the text is about and why they like it
			• apply the following reading strategies with increasing independence:
			  – phonic strategies to decode words
			  – recognition of high-frequency words
			  – context clues, *e.g. prior knowledge*
			  – 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. illustrations, photographs, diagrams and charts*
			• identify words and pictures on-screen which are related to a topic
				• 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:
				  – phonic strategies
				  – recognition of high-frequency words
				  – context clues, *e.g. prior knowledge*
				  – 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. titles, headings and pictures,* 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. pictures, charts and layout*
				• identify key words to search for information on-screen, and modify search words as necessary

Responding to what has been read	**Comprehension**	• 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	• 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	• recall and retell narratives and information from texts with some details • identify information from a text accurately and sort into categories or headings • explain relevant details from texts • draw upon relevant personal experience and prior knowledge to support understanding of texts
	Response and analysis	• show an interest in books and other reading materials and respond to their content • follow texts read to them and respond appropriately.	• 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.	• 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		Year 3	Year 4	Year 5	Year 6
Key Stage 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**	• 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. topic, purpose* • look for specific information in texts using contents, indexes, glossaries, dictionaries • use visual clues, *e.g. illustration, photographs, diagrams and charts,* to enhance understanding • identify different purposes of texts, *e.g. to inform, instruct, explain* • identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points* • locate information on web pages using screen features, *e.g. toolbars, side bars, headings, arrows*	• 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. titles, illustrations, key words* • 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	• 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. finding key words, phrases, gist, main ideas, themes* • scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams* • identify features of texts, *e.g. introduction to topic, sequence, illustrations, degree of formality* • use information from trusted sources, on-screen and on paper, selecting and downloading as necessary	• 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 had chocolate(,) cake and cheese for tea* • use a range of strategies for finding information, *e.g. skimming for gist, scanning for detail* • read closely, annotating for specific purposes • use internet searches carefully, deciding which sources to read and believe
Responding to what has been read	**Comprehension**	• accurately identify the topic and main ideas of a text, *e.g. by highlighting, using key words of the text* • deduce ideas and information by linking explicit statements, *e.g. cause and effect* • take an interest in information beyond their personal experience	• accurately identify the main points and supporting information in texts • deduce connections between information, *e.g. sequence, importance* • explore information and ideas beyond their personal experience	• show understanding of main ideas and significant details in texts, *e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process* • infer meaning which is not explicitly stated, *e.g. what happens next?, why did he/she do that?* • identify and explore ideas and information that interest them	• show understanding of main ideas and significant details in different texts on the same topic • infer ideas which are not explicitly stated, *e.g. writers' viewpoints or attitudes* • identify ideas and information that interest them to develop further understanding
	Response and analysis	• 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.	• select and use information and ideas from texts • understand how something can be represented in different ways, *e.g. moving image, multi-modal and print*.	• gather and organise information and ideas from different sources • identify what the writer thinks about the topic, *e.g. admires a historical figure, only interested in facts* • consider if the content is reliable, *e.g. are photographs more reliable than drawings?*	• collate and make connections, *e.g. prioritising, categorising,* 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. rats are fascinating or a menace* • 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**	• use their knowledge of: – 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. speed reading, close reading, annotation, prediction*, 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	• use their knowledge of: – 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. speed reading, close reading, annotation, prediction*, 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	• use their knowledge of: – 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. speed reading, close reading, annotation, prediction*, 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
Responding to what has been read	**Comprehension**	• 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. logically or thematically,* to make the content clear and informative • follow up initial ideas that interest them by further research	• 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	• 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
	Response and analysis	• collate and summarise relevant information, *e.g. pull together and sum up facts and ideas about an issue*, 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.	• summarise and synthesise information, *e.g. concise account of a broad topic,* 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.	• synthesise and analyse information to gain in-depth understanding, *e.g. of causes, consequences, patterns*, 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

More able and talented

Elements	Aspects	Extension
		Learners are able to do the following.
Locating, selecting and using information	**Reading strategies**	Learners build on their skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. They have strategies to research issues and tackle unfamiliar topics, acknowledging their sources. They use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. They understand both obvious points and also nuances in meaning and are alert to different interpretations of issues and ideas.
Responding to what has been read	**Comprehension**	They can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and they can evaluate how effective such techniques are. They use the internet with discernment, searching selectively and assessing the validity and significance of what they find. They show their understanding by analysing, synthesising and challenging what they read.
	Response and analysis	