

## Reading

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

	Year 3	Year 4	Year 5	Year 6
<b>Themes and Conventions</b>	Identify the main purpose of texts, e.g. "This book will help us learn about ..."; "I can use this to find out about..."	Identify and explain the main purpose of texts in relation to the reader, e.g. "This book is just to give facts but this one tells us what people think as well."; "it tells us not to be taken in by how things look."	Make comparisons within and across texts identifying some themes and conventions, e.g. " I know Shakespeare wants to show how brave this character is in this play, and in this play he does the same by ... " or "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are..."	Make comparisons within and across texts discussing themes, e.g. heroism such as Rosa Parks, Grace Darling or fictional characters and conventions e.g. narrative conventions in a range of genre, ballads, news reports.
	Identify author viewpoint with reference to text, e.g. "The writer wants us to be afraid of him by saying he has a scar across his face."	Express personal opinion of writer's viewpoint and effect on the reader, e.g. "The writer thinks families care about each other but sometimes they don't."	Identify purpose and viewpoint of texts.	Identify the main purpose and viewpoint within and across genres and overall effect on the reader, e.g. social relationships, community, bias.
		Identify themes in a wide range of texts, e.g. Triumph of good over evil.  Comment on how writer's use conventions to engage the reader e.g. letters, postcards, diaries, maps and contribute to meaning, e.g. "The pictures tell a different story"; "The letters show us that he's keeping things back so as not to worry them."		Identify and comment on features common to different text or versions of the same text, e.g. characters, settings, presentational features; "In these texts the characters have no positive attributes"; "The writers use openings that imply the character is driving the narrative"; "The texts are all in favour of space exploration."
		Recognise different forms of poetry, e.g. free verse, narrative poems.		Some explanation of how context contributes to meaning, e.g. how historical context influenced adverts or war reports from different times and places; how a novel relates to when and where it was written.
<b>Comprehension</b>	Express personal responses to fiction, non-fiction and poetry.	Ask questions to improve their understanding of a text, e.g. pupils ask questions linked to author purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest	Express personal opinions about a wide range of texts.	Clearly identify the most relevant points, including those selected from different places in the text.

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	dinosaur that ever lived?"			
	Be able to explain the meaning of words in context, e.g. using dictionaries or knowledge of spelling conventions.	Be able to explain the meaning of words in context, e.g. using dictionaries or knowledge of spelling conventions.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, e.g. why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context.	
	Be able to locate key information for a purpose.	Be able to locate key information efficiently, for a purpose.	Identify and discuss the significance of texts that are structured in different ways and for different purposes.	
	Ask questions to improve understanding.	Prepare poem and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, e.g. pupils choose own poem linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance.	Summarise main ideas from more than one paragraph, identifying key details that support the main ideas.	
	Make predictions based on what is stated and implied.	Express personal responses to fiction, non-fiction and poetry.	Ask questions in order to interrogate the text.	
		Identify main ideas drawn from more than one paragraph and summarise these.	Make comparisons within and across texts.	
		Identify how structure and presentation contribute to meaning, e.g. pupils comment on the usefulness of diagrams, photos, subheadings.		
<b>Inference</b>	Infer characters' feelings, thoughts and motives from their actions, e.g. "He wasn't happy there – that's why he ran away."	Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence, e.g. "There are clues that tell us he wasn't happy there – that's why he ran away."	Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them, e.g. "This chapter is about the way children suffered; it says X and X but the other text presents things differently ..."; "It's all about how difficult it was for the explorers: the food, weather, communication etc."	
	Begin to understand what the writer is implying in a text e.g. "It doesn't say that she doesn't like her bother but there are clues."	Understand the difference between what is written and what is implied in a text, e.g. What I know... what I think I know.	Explain inferred meanings drawing on evidence across the text/s, e.g. "They both show dads in different ways; Sarah's dad told lies to cover up what he'd done and the dad in the story was the opposite; he always told the truth even though he'd go to jail".	
	Predict what might happen from details stated and attempt to predict from details implied.	Predict what might happen from both details stated and those implied.	Make inferences based on textual evidence, e.g. read between the lines and find evidence for the interpretation.	Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied.
	Identify main ideas from more than one paragraph, e.g. use evidence from across a text to explain events and/or ideas.	Identify main ideas drawn from more than one paragraph and summarise these, e.g. use evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly," or "This chapter lets us know that William would rather be living in England with his Dad."	Predict from details stated and implied and modify predictions in the light of new evidence.	Make structured responses by stating the point, finding evidence and explaining ideas.  Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.
<b>Language for Effect</b>	Understand how language in different texts appeals to readers.	Identify words or phrases that capture their interest and imagination, e.g. "I like 'maze of hills'; it makes me think of a mysterious place."	Understand how writers use language for comic and dramatic effect.	
			Evaluate how authors use language and its effect on the reader.	

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Identify features that writers use to provoke readers' reactions, e.g. descriptive and emotive language.	Discuss how shades of meaning can affect understanding, e.g. 'Desperately fast' might mean they are running from something.	Understand how word meanings change when used in different contexts.	Evaluate the impact of figurative language including its effect on the reader.
Understand how writers use figurative and expressive language to create images and atmosphere.	Explore the origins of words within texts read.	Recognise rhetorical devices, e.g. those used to argue, persuade, mislead and sway the reader.	Understand and use appropriate terminology to discuss texts, e.g. metaphor, simile, analogy, imagery, style and effect.
Discuss how language is used to create emphasis, humour, atmosphere or suspense.	Demonstrate understanding of figurative language, e.g. in discussion, children find examples and comment on impact.	Recognise nuances in vocabulary choices.	