Key Stage 2 English Programme of Study

Strand: Reading

Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
  - extracts and complete texts
  - information and reference texts
  - traditional and contemporary poetry and prose
  - classic children's fiction and poetry
  - graphic novels and picture books
  - drama, including drama in performance
  - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
  - texts that have challenging subject matter, which broadens perspectives and extends thinking
  - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
  - texts that demonstrate quality and variety in language use
  - texts that reflect individual choice of reading matter
  - texts with a variety of social, historical and cultural contexts
  - texts that extend learners' intellectual, moral and emotional understanding
  - texts with a variety of tone, *e.g. humour, parody, word play*
  - texts that demonstrate the impact of technology on language use
  - texts that present challenge
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- read for different purposes, *e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer in order to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, poets, peers in written and dynamic texts*.

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖   When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

N.B.

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Key Stage 2 English Programme of Study

Strand: Reading

Elements	Aspects	Year 3 Learners are able to:	Year 4 Learners are able to:	Year 5 Learners are able to:	Year 6 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	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	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	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 texts, including those with few visual clues, independently with concentration	read extended texts independently for sustained periods	read complex texts independently for sustained periods
		with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, *e.g. story structure, the layout of a letter* ❖	**with support, recognise and understand the features of continuous and non-continuous texts in terms of language, structure and presentation, *e.g. traditional tales, a newspaper article* ❖**	**recognise and understand the characteristics of an increasing range of texts (continuous and non-continuous) in terms of language, structure and presentation, *e.g. the language of an autobiography, the language of a speech* ❖**	**confidently recognise and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖**
		read aloud using punctuation to aid expression	use understanding of sentence structure and punctuation to make meaning	identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	understand how punctuation can vary and so affect sentence structure and meaning, *e.g. I had chocolate(,) cake and cheese for tea*
		skim to gain an overview of a text, *e.g. topic, purpose*	skim to gain the gist of a text or the main idea in a chapter	use a range of strategies for skimming, *e.g. finding key words, phrases, gist, main ideas, themes*	use a range of strategies for finding information, *e.g. skimming for gist, scanning for detail*
		look for specific information in texts using contents, indexes, glossaries, dictionaries	scan for specific information using a variety of features in texts, *e.g. titles, illustrations, key words*	scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams*	read closely, annotating for specific purposes
		identify different purposes of texts, *e.g. to inform, instruct, explain*	identify how texts differ in purpose, structure, layout	identify features of texts, *e.g. introduction to topic, sequence, illustrations, degree of formality*	

Key Stage 2 English Programme of Study

Strand: Reading

Elements	Aspects	Year 3 — Learners are able to:	Year 4 — Learners are able to:	Year 5 — Learners are able to:	Year 6 — Learners are able to:
Locating, selecting and using information	**Reading strategies**	identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points*	find information and ideas from web pages, using different search methods, considering which are the most efficient methods	use information from trusted sources, on-screen and on paper, selecting and downloading as necessary	use internet searches carefully, deciding which sources to read and believe
		use visual clues, *e.g. illustration, photographs, diagrams and charts,* to enhance understanding			
		locate information on web pages using screen features, *e.g. toolbars, side bars, headings, arrows*			
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*	accurately identify the main points and supporting information in texts	show understanding of main ideas and significant details in texts, *e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process*	show understanding of main ideas and significant details in different texts on the same topic
		deduce ideas and information by linking explicit statements, *e.g. cause and effect*	deduce connections between information, *e.g. sequence, importance*	infer meaning which is not explicitly stated, *e.g. what happens next?, why did he/she do that?*	infer ideas which are not explicitly stated, *e.g. writers' viewpoints or attitudes*
		take an interest in information beyond their personal experience	explore information and ideas beyond their personal experience	identify and explore ideas and information that interest them	identify ideas and information that interest them to develop further understanding
		begin to make links between continuous and/or non-continuous texts ❖	**identify similarities and differences between continuous and/or non-continuous texts** ❖	**independently identify similarities and differences between continuous and/or non-continuous texts** ❖	**identify and begin to comment on similarities and differences between continuous and/or non-continuous texts in terms of language, techniques, structure, character and form** ❖

Key Stage 2 English Programme of Study

Strand: Reading

Elements	Aspects	Year 3 — Learners are able to:	Year 4 — Learners are able to:	Year 5 — Learners are able to:	Year 6 — Learners are able to:
Responding to what has been read	**Response and analysis**	use information from texts in their discussion or writing	select and use information and ideas from texts	gather and organise information and ideas from different sources	collate and make connections, *e.g. prioritising, categorising,* between information and ideas from different sources
					distinguish between facts, theories and opinions
				identify what the writer thinks about the topic, *e.g. admires a historical figure, only interested in facts*	compare the viewpoint of different writers on the same topic, *e.g. rats are fascinating or a menace*
		develop their ability to read continuous and non-continuous texts with fluency, accuracy, and enjoyment; respond to them orally and in writing ❖	**develop their ability to read a range of continuous and non-continuous texts with fluency, accuracy and enjoyment; respond to them orally and in writing** ❖	**read an increasing range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing** ❖	**confidently read a range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing** ❖
		with prompting, consider what they read/view, responding orally and in writing to the ideas, language and presentation ❖	**consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation** ❖	**consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation; begin to select evidence to support their views** ❖	**consider what they read/view, responding orally and in writing to the ideas, language, tone, style and presentation/organisation; select evidence to support their views** ❖
		understand that texts change when they are adapted for different media and audiences, *e.g. a written text and a film/cartoon version* ❖	**identify how texts change when they are adapted for different media and audiences** ❖	**begin to comment on how texts change when they are adapted for different media and audiences** ❖	**comment on how texts change when they are adapted for different media and audiences** ❖
		make links between what they read and what they already know and believe about the topic.	understand how something can be represented in different ways, *e.g. moving image, multi-modal and print*.	consider if the content is reliable, *e.g. are photographs more reliable than drawings?*	consider whether a text is effective in conveying information and ideas.

Key Stage 3 English Programme of Study

Strand: Reading

Range of experiences

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- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
  - extracts and complete texts
  - information and reference texts
  - traditional and contemporary poetry and prose
  - classic children's fiction and poetry
  - graphic novels
  - drama, including Shakespeare, and drama in performance
  - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
  - texts that have challenging subject matter, which broadens perspectives and extends thinking
  - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
  - texts that demonstrate quality and variety in language use
  - texts that reflect individual choice of reading matter
  - texts with a variety of social, historical and cultural contexts
  - texts that extend learners' intellectual, moral and emotional understanding
  - texts with a variety of tone, *e.g. irony, parody, word play, innuendo and satire*
  - texts that show the evolving nature of the English language including the impact of technology and the media on language use and forms of communication
  - texts that present challenge
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- read for different purposes, *e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer in order to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, poets, peers in written and dynamic texts*.

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Key Stage 3 English Programme of Study

Strand: Reading

Elements	Aspects	Year 7	Year 8	Year 9
		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 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 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	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	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
		recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖	**confidently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation** ❖	**independently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation** ❖
		assess the quality and reliability of information on web pages, considering its origins and verifying accuracy	be selective about which internet sources to download or quote depending on their reliability and relevance	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	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	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	locate and selectively use additional information and evidence from different sources	follow up and use additional material in texts to extend understanding
		read between the lines using inference and deduction	use inference and deduction to understand layers of meaning	gain a full understanding of texts using inference, deduction and analysis
		identify how a text is organised, *e.g. logically or thematically, to make the content clear and informative*	make connections between texts, their themes and factual content, and identify any agreement and contradictions	compare and contrast themes and issues across a range of texts
		follow up initial ideas that interest them by further research	read around a topic that interests them and develop a broader understanding of it through research	research a wide range of sources to develop a full understanding of a topic or issue

Key Stage 3 English Programme of Study

Strand: Reading

Elements	Aspects	**Year 7** Learners are able to:	**Year 8** Learners are able to:	**Year 9** Learners are able to:
Responding to what has been read	**Comprehension**	**identify and comment on the similarities and differences between continuous and/or non-continuous texts, *e.g. in terms of theme/topic, language, technique, structure, form, character* ❖**	**analyse the similarities and differences between continuous and/or non-continuous texts, *e.g. in terms of theme/topic, language, technique, structure, form, character* ❖**	**make careful comparisons between continuous and/or non-continuous texts, *e.g. in terms of theme/topic, language, techniques, structure, form, character* ❖**
	Response and analysis	collate and summarise relevant information, *e.g. pull together and sum up facts and ideas about an issue,* from different texts	summarise and synthesise information, *e.g. concise account of a broad topic,* using different sources	synthesise and analyse information to gain in-depth understanding, *e.g. of causes, consequences, patterns,* using different sources
		distinguish between facts, theories and opinions and use evidence to show the differences	distinguish between bias and objectivity and explain how they are different	distinguish between facts/evidence and bias/argument
		compare views of the same topic and consider which is most valid	identify different views of a topic and any areas of agreement and contradiction	identify different interpretations of facts and information and evaluate their relative merits
		confidently read and discuss a range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response ❖	**confidently read and discuss a wide range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response ❖**	**confidently read and discuss a wide range of continuous and non-continuous texts, showing appreciation through personal and sustained interpretations ❖**
		consider what they read/view, responding orally and in writing to the ideas, language, style, tone and organisation; use evidence to support their views ❖	**consider what they read/view and respond orally and in writing to the ideas, language, style, tone and organisation; use apt evidence to support their views ❖**	**consider what they read/view, and respond orally and in writing to ideas, language, style, tone and organisation; use convincing evidence to support their personal and critical views ❖**
		identify how texts change when they are adapted for different media and audiences and begin to consider the intended effect upon the reader/audience ❖	**consider how texts change when they are adapted for different media and audiences and discuss the intended effect on the reader/audience ❖**	**consider how texts are adapted for different media, analysing the purpose and intended effect on the reader/audience, *e.g. the novel and film version of* The Boy in the Striped Pyjamas ❖**
		evaluate the content, presentation and appeal of a text.	evaluate texts in terms of quality and level of interest.	evaluate the usefulness and reliability of texts.