

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.

Themes and Conventions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify features of familiar texts, e.g. "There's always a baddie"; "they all have a happy ending."	Identify similarities and differences between fiction and non-fiction, e.g. similarities in plot, topic, about same characters.	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.
	Make connections between texts, e.g. "This is like a traditional tale because there's an evil witch/ a bad wolf."	Show some awareness that writers have viewpoints, e.g. "She thinks it's not fair."	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 factual texts, e.g. "This tells you about animals/houses."	Recognise the main purpose of texts, e.g. "It tells you how to..." "The writer doesn't like violence..."		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.

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Comprehension

Express personal responses, including likes and dislikes; give some reasons linked to own experiences.	Use evidence, including quotations from, or references to, text, e.g. often retelling or paraphrasing sections of the text rather than using it to support comment.	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 dinosaur that ever lived?"	Express personal opinions about a wide range of texts.	Clearly identify the most relevant points, including those selected from different places in the text.
Simple points from familiar texts are identified and discussed.	Express personal responses, including likes and dislikes, with reasons, e.g. "She was just horrible, like my Gran is sometimes."	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.	Make comments generally supported by relevant textual reference or quotation.
Discuss new vocabulary and link meanings to what is already known.	Identify some familiar patterns of language and recurring literary language, e.g. first, next, long ago.	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.	Comment on structural choices showing some general awareness of authors' craft, e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you."
Check that the text makes sense as they read, e.g. self-correction.	Recall straightforward information and identify most obvious points, e.g. names of characters, ingredients.	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.	Clearly identify various features relating to organisation at text level, including form, with some explanation, e.g. "Each section starts with a question as if he's answering the crowd".
Discuss the significance of simple text features, e.g. title, events.	Be able to ask and answer questions by locating information in texts, e.g. about characters.	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.	Summarise the main ideas and, drawing from more than one paragraph, identify key details.
	Understand that non-fiction texts are structured in different ways, e.g. "this part tells you about different things you can do at the zoo."		Identify main ideas drawn from more than one paragraph and summarise these.	Make comparisons within and across texts.	Distinguish between fact and opinion.
	Discuss sequence of events in stories.		Identify how structure and presentation contribute to meaning, e.g. pupils comment on the usefulness of diagrams, photos, subheadings.		

Inference

Draw on what they already know or on background information and vocabulary provided by the teacher, e.g. "He must be going on holiday – he's packing his case."	Make plausible inferences based on a single point of reference in a text, e.g. give reasons for why things happen or change, such as "Children had to work all day in the mine – that's why they were scared and tired."	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."	Provide explanations of inferred meaning drawing on evidence across the text/s, e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught".
Use role play to identify with characters and make inferences based on what is being said and done, e.g. "The children were scared of the dragon because they ran away."	Use personal experience to connect with texts, e.g. a response based on what they personally would be feeling rather than a character.	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	Make inferences based on textual evidence, e.g. read between the lines and find evidence for the interpretation.

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					the opposite; he always told the truth even though he'd go to jail".	
	Predict what will happen on the basis of what has been read so far, e.g. "Jack will save them because that's what he always does."	Make plausible predictions based on reading of text, e.g. "he's going to run away."	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.
	Link what they read or hear read to their own experiences.		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.
Language for Effect						
	Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words/phrases, e.g. "Run, run, as fast as you can..."	Comment on language choices, e.g. 'slinky' is a good word for a cat.	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.
	Discuss word meanings, linking new meanings to those already known, e.g. enormous means big."	Recognise patterns of literary language, e.g. once upon a time, first, next, last.	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.
		Work out meanings of new vocabulary from context, e.g. prefixes – unhappy.	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.	