Key Stage 2 English Programme of Study

Strand: Reading across the curriculum

Range of experiences

Learners should be given opportunities to:

- become enthusiastic, independent and reflective readers
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- experience and respond to a wide range of continuous and non-continuous texts that include:
  - information, reference and other non-continuous texts including print and dynamic texts
  - traditional and contemporary poetry and prose
  - classic children's fiction and poetry
  - drama and drama in performance
  - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
- read/view extracts and complete texts:
  - with challenging subject matter that broadens perspectives and extends thinking, *e.g. environmental issues, sustainability, global citizenship, animal rights, healthy eating*
  - with a variety of structural and organisational features
  - that show quality and variety in language use
  - that reflect the diversity of society in the twenty-first century
  - that reflect individual, personal choice of reading matter
  - with a variety of social, historical and cultural contexts
  - with a variety of tone, *e.g. humour, parody, word play*
  - that present challenge
- read for different purposes, *e.g. for personal pleasure, to retrieve, collate and extract information, to verify information, to identify language devices used by the writer*
- discuss and evaluate their own and others' work.

Key

Within the table, text taken from the LNF will appear as non-bold. Text that has been extended from the LNF or that is a new skill will appear as bold. The text is further identified by the following icons.

Extended skill ▲   Programme of study skill ❖

N.B.

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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 • 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, 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

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Strand: Reading across the curriculum

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	**Learners are able to:**	**Learners are able to:**	**Learners are able to:**
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.

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Strand: Reading across the curriculum

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**	• develop their ability to read continuous texts with fluency, accuracy, and enjoyment, responding to them orally and in writing ❖ • 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 prompting, consider what they read/view, responding orally and in writing to the ideas, vocabulary and presentation of the text ❖	• develop their ability to read an increasing range of continuous texts with fluency, accuracy and enjoyment, responding to them orally and in writing ❖ • with support, recognise and understand the core features of continuous and non-continuous texts in terms of language, structure and presentation, *e.g. parodies of traditional tales, a newspaper article* ❖ • consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation, organisation and language of the text ❖	• read continuous texts with fluency, accuracy, understanding and enjoyment, inferring meaning, identifying key points and responding to them orally and in writing ❖ • recognise and understand the characteristics of different texts (continuous and non-continuous) in terms of language, structure and presentation, *e.g. the language of an autobiography, the language of a speech* ❖ • independently consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation, organisation and language, beginning to select evidence from texts to support their views ❖	• confidently read continuous texts with fluency, accuracy, understanding and enjoyment, inferring and deducing meaning, identifying key points and responding orally and in writing ❖ • with increasing confidence, recognise and understand the characteristics of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖ • show understanding and consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation, organisation and language, and be able to select and include some evidence from texts to support their views ❖
Responding to what has been read	**Response and analysis**	• begin to consider the ways in which texts change when they are adapted for different media and audiences ❖ • begin to make links between continuous and/or non-continuous texts. ❖	• consider and comment on how texts change when they are adapted for different media and audiences ❖ • identify similarities and differences between continuous and/or non-continuous texts. ❖	• consider and comment on how texts change when they are adapted for different media and audiences ❖ • identify similarities and differences between continuous and/or non-continuous texts. ❖	• consider, understand and explain how texts change when they are adapted for different media and audiences ❖ • identify and comment on similarities and differences between continuous and/or non-continuous texts in terms of language, techniques, structure, character and form. ❖

Key Stage 3 English Programme of Study

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Range of experiences

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- become enthusiastic, independent and reflective readers
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- experience and respond to a wide range of continuous and non-continuous texts that include:
  - information, reference and other non-continuous texts including print and dynamic texts
  - poetry and prose with a variety of social, historical and cultural contexts
  - drama, including Shakespeare, and drama in performance
  - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
- read/view extracts and complete texts:
  - that extend learners' intellectual, moral and emotional understanding
  - with a diverse range of structures, forms, purposes, audiences and presentational devices
  - that show the evolving nature of the English language and the impact of technology and the media on language use and forms of communication
  - that show quality and variety in language use
  - that reflect the diversity of society in the twenty-first century
  - that reflect individual, personal choice of reading matter
  - with a variety of tone, *e.g. humour, irony, parody, word play, innuendo and satire*
  - that present challenge
- read for different purposes, *e.g. for personal pleasure, to identify alternative readings of a text, to retrieve, collate and extract information, to verify information, to identify language devices used by the writer, to deconstruct text through re-reading*
- discuss and evaluate their own and others' work
- understand how texts evolve in response to changes in society and technology.

Key

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Key Stage 3 English Programme of Study

Strand: Reading across the curriculum

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 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

Key Stage 3 English Programme of Study

Strand: Reading across the curriculum

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	**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.

Key Stage 3 English Programme of Study

Strand: Reading across the curriculum

Elements	Aspects	Year 7 — Learners are able to:	Year 8 — Learners are able to:	Year 9 — Learners are able to:
Locating, selecting and using information	**Reading strategies**	• accurately and confidently read and discuss a range of continuous texts showing enjoyment and engagement through a personal response ❖ • recognise and understand the characteristics of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖ • show understanding of texts, considering what they read/view and respond orally and in writing to ideas, language and presentation, using evidence from the text to support their views ❖	• accurately and confidently read and discuss a range of continuous texts showing enjoyment and engagement through a personal response ❖ • independently recognise and appreciate the characteristics of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖ • show an in-depth understanding of texts, considering what they read/view and respond orally and in writing to ideas, language and presentation, using evidence from the text to support their views ❖	• accurately and confidently read and discuss a range of continuous texts showing enjoyment and engagement through a personal response ❖ • recognise, understand and respond to the characteristics of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖ • show detailed understanding of texts, considering what they read/view, and respond orally and in writing to language and presentation, selecting and using appropriate evidence from the text to support their personal and critical views ❖
Responding to what has been read	**Response and analysis**	• identify how texts change when they are adapted for different media and audiences and consider the intended effect upon the reader/audience, *e.g. the novel and film version of The Boy in the Striped Pyjamas* ❖ • identify similarities and differences between continuous and/or non-continuous texts, *e.g. in terms of theme/topic, language, technique, structure, form, character.* ❖	• consider how texts change when they are adapted for different media and audiences and discuss the effect on the reader/audience ❖ • identify and comment on similarities and differences between continuous and/or non-continuous texts, *e.g. in terms of theme/topic, language, technique, structure, form, character* ❖.	• compare how texts are adapted for different media, with consideration of purpose, effect and audience ❖ • make careful comparisons between continuous and/or non-continuous texts in terms of theme/topic, language, techniques, structure, form, character, *e.g. comparison of a poem and short story, novel and newspaper article on the same theme/topic, website and printed texts about a local attraction.* ❖