<table>
<thead>
<tr>
<th>Elements</th>
<th>Aspects</th>
<th>Nursery</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locating, selecting and using information</td>
<td>Reading strategies</td>
<td>- choose different types of reading materials including books</td>
<td>- choose reading materials including books</td>
<td>- choose reading materials and explain what the text is about and why they like it</td>
<td>- choose reading materials independently giving reasons for their choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- recognise familiar words, e.g. own name, and print in the environment, e.g. logos</td>
<td>- recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):</td>
<td>- apply the following reading strategies with increasing independence:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- make meaning from pictures in books, adding detail to their explanations</td>
<td>- blend combinations of letters</td>
<td>- phonics strategies to decode words</td>
<td>- phonics strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- recognise and make meaning from pictures on-screen</td>
<td>- segment combinations of letters</td>
<td>- recognition of high-frequency words</td>
<td>- recognition of high-frequency words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- read simple words such as consonant-vowel-consonant words</td>
<td>- context clues, e.g. prior knowledge</td>
<td>- context clues, e.g. prior knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- read simple captions and texts recognising high-frequency words</td>
<td>- graphic and syntactic clues</td>
<td>- graphic and syntactic clues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- show an awareness of full stops when reading</td>
<td>- self-correction, including re-reading and reading ahead</td>
<td>- self-correction, including re-reading and reading ahead</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- show an awareness of the difference between stories and information texts</td>
<td>- read suitable texts with accuracy and fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts</td>
<td>- read aloud with attention to full stops and question marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- make meaning from words and pictures on-screen</td>
<td>- read aloud with expression, showing awareness of exclamation and speech marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- identify simple text features such as titles and pictures to indicate what the text is about</td>
<td>- identify simple text features such as titles and pictures to indicate what the text is about</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- look for clues in the text to understand information</td>
<td>- look for clues in the text to understand information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- understand the meaning of visual features and link to written text, e.g. illustrations, photographs, diagrams and charts</td>
<td>- use personal experience to support understanding of texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- identify words and pictures on-screen which are related to a topic</td>
<td>- identify words and pictures on-screen which are related to a topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td>- recall details of a story or text by answering open-ended questions or referring to picture prompts</td>
<td>- retell familiar stories in a simple way</td>
<td>- recall events from a narrative in the right order</td>
<td>- recall and retell narratives and information from texts with some details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- begin to make links to own experiences when listening to or exploring books/texts</td>
<td>- identify information from a text using visual features and words</td>
<td>- identify information related to the subject of a text</td>
<td>- identify information from a text accurately and sort into categories or headings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- relate information and ideas from a text to personal experience</td>
<td>- recall details from information texts</td>
<td>- explain relevant details from texts</td>
</tr>
<tr>
<td></td>
<td>Response and analysis</td>
<td>- show an interest in books and enjoy their content</td>
<td>- show an interest in books and other reading materials and respond to their content</td>
<td>- use personal experience to support understanding of texts</td>
<td>- draw upon relevant personal experience and prior knowledge to support understanding of texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- follow picture books and texts read to them and respond appropriately</td>
<td>- follow texts read to them and respond appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Locating, selecting and using information</strong></td>
<td>- 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</td>
<td>- 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</td>
<td>- 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</td>
<td>- 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</td>
<td></td>
</tr>
<tr>
<td><strong>Reading strategies</strong></td>
<td>- read short information texts independently with concentration</td>
<td>- read aloud using punctuation to aid expression</td>
<td>- read extended texts independently for sustained periods</td>
<td>- read complex texts independently for sustained periods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- skim to gain an overview of a text, e.g. topic, purpose</td>
<td>- skim to gain the gist of a text or the main idea in a chapter</td>
<td>- identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</td>
<td>- understand how punctuation can vary and to affect sentence structure and meaning, e.g. I had chocolate cake and cheese for tea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- look for specific information in texts using contents, indexes, glossaries, dictionaries</td>
<td>- scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words</td>
<td>- use information from trusted sources, on-screen and on paper, selecting and downloading as necessary</td>
<td>- use internet searches carefully, deciding which sources to read and believe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- identify different purposes of texts, e.g. to inform, instruct, explain</td>
<td>- identify how texts differ in purpose, structure and layout</td>
<td>- how ideas and information that interest them</td>
<td>- collate and make connections, e.g. prioritising, categorising, between information and ideas from different sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding</td>
<td>- find information and ideas from web pages, using different search methods, considering which are the most efficient methods</td>
<td>- infer ideas which are not explicitly stated, e.g. what happened next?, why did he/she do that?</td>
<td>- consider whether a text is effective in conveying information and ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Responding to what has been read</strong></td>
<td>- accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text</td>
<td>- accurately identify the main points and supporting information in texts</td>
<td>- show understanding of main ideas and significant details in texts, e.g. mindmapping showing hierarchy of ideas, flowcharts identifying a process</td>
<td>- show understanding of main ideas and significant details in different texts on the same topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- deduce ideas and information by linking explicit statements, e.g. cause and effect</td>
<td>- deduce connections between information, e.g. sequence, importance</td>
<td>- infer meaning which is not explicitly stated, e.g. what happened next?, why did he/she do that?</td>
<td>- infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- take an interest in information beyond their personal experience</td>
<td>- explore information and ideas beyond their personal experience</td>
<td>- identify ideas and information that interest them</td>
<td>- identify ideas and information that interest them</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>- show whether a text is effective in conveying information and ideas.</td>
<td>- use a range of strategies for finding information, e.g. skimming for gist, scanning for detail</td>
<td>- use a range of strategies for finding information, e.g. skimming for gist, scanning for detail</td>
<td>- use a range of strategies for finding information, e.g. skimming for gist, scanning for detail</td>
<td></td>
</tr>
<tr>
<td><strong>Response and analysis</strong></td>
<td>- use information from texts in their discussion or writing</td>
<td>- select and use information and ideas from texts</td>
<td>- infer meaning which is not explicitly stated, e.g. what happened next?, why did he/she do that?</td>
<td>- consider whether a text is effective in conveying information and ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- make links between what they read and what they already know and believe about the topic</td>
<td>- understand how something can be represented in different ways, e.g. moving image, multi-modal and print</td>
<td>- infer ideas which are not explicitly stated, e.g. what happened next?, why did he/she do that?</td>
<td>- consider whether a text is effective in conveying information and ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- identify what the writer thinks about the topic, e.g. admires a historical figure, only interested in facts</td>
<td>- consider whether a text is effective in conveying information and ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- compare the viewpoint of different writers on the same topic, e.g. rats are fascinating or a menace</td>
<td>- consider whether a text is effective in conveying information and ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- distinguish between facts, theories and opinions</td>
<td>- consider whether a text is effective in conveying information and ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- compare the viewpoint of different writers on the same topic, e.g. rats are fascinating or a menace</td>
<td>- consider whether a text is effective in conveying information and ideas.</td>
<td></td>
</tr>
<tr>
<td>Elements</td>
<td>Aspects</td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 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. |
<table>
<thead>
<tr>
<th>Elements</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Extension</th>
</tr>
</thead>
</table>
| 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, extracting and commenting on key ideas and themes  
- use the internet to search selectively, assessing the reliability and significance of what they find  
  
**Comprehension**  
- read and analyse a range of unseen printed and multi-modal texts with concentration and independence  
- analyse texts and subtexts, responding and conveying ideas clearly and appropriately  
- gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader  
- compare and contrast themes and issues across a range of texts and make text-to-text connections  
- independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue  
  
**Response and analysis**  
- synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views  
- understand and distinguish between facts/evidence and bias/argument, commenting on both obvious points and inferences  
- comment on different interpretations of issues and ideas, using the text to support opinions  
- evaluate the purpose, impact and reliability of texts.  
|                            | **Learners are able to:**  
- 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, extracting and commenting on key ideas and themes  
- use the internet to search selectively, assessing the reliability, significance and accuracy of what they find  
  | **Learners are able to:**  
- 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, extracting and commenting maturely on key ideas and themes  
- use the internet to search selectively, assessing the reliability, significance and accuracy of what they find  
  | **Learners are able to:**  
- select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts  
- demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes  
- make cogent and critical responses and show originality in analysis and interpretation  
- make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively  
- summarise and synthesise information and ideas succinctly from different sources.  
| **Year 10**                      | **Year 11**  | **Extension** |
| **Learners are able to:**  
- 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, extracting and commenting on key ideas and themes  
- use the internet to search selectively, assessing the reliability and significance of what they find  
| **Learners are able to:**  
- 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, extracting and commenting maturely on key ideas and themes  
- use the internet to search selectively, assessing the reliability, significance and accuracy of what they find  
| **Learners are able to:**  
- select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts  
- demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes  
- make cogent and critical responses and show originality in analysis and interpretation  
- make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively  
- summarise and synthesise information and ideas succinctly from different sources.  
| **Year 11**                      | **Extension** |
| **Learners are able to:**  
- 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, extracting and commenting on key ideas and themes  
- use the internet to search selectively, assessing the reliability, significance and accuracy of what they find  
| **Learners are able to:**  
- 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, extracting and commenting maturely on key ideas and themes  
- use the internet to search selectively, assessing the reliability, significance and accuracy of what they find  
| **Learners are able to:**  
- select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts  
- demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes  
- make cogent and critical responses and show originality in analysis and interpretation  
- make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively  
- summarise and synthesise information and ideas succinctly from different sources.  
| **Extension** | **Learners are able to:**  
- select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts  
- demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes  
- make cogent and critical responses and show originality in analysis and interpretation  
- make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively  
- summarise and synthesise information and ideas succinctly from different sources.  

**Literacy – Reading across the curriculum**

**Key Stage 4**