

Literacy – Reading for information Foundation Phase		Reception	Year 1	Year 2
Elements	Aspects	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> choose reading materials including books recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) blend combinations of letters segment combinations of letters read simple words such as consonant-vowel-consonant words read simple captions and texts recognising high-frequency words show an awareness of full stops when reading show an awareness of the difference between stories and information texts make meaning from visual features of the text, <i>e.g. illustrations, photographs, diagrams and charts</i> recognise and make meaning from words and pictures on screen 	<ul style="list-style-type: none"> choose reading materials and can explain what the book is about and why they like it apply the following reading strategies with increasing independence: <ul style="list-style-type: none"> – phonic strategies to decode words – recognition of high-frequency words – context clues, <i>e.g. graphic and syntactic</i> – self-correction including re-reading and reading ahead read suitable texts with accuracy and fluency read with attention to full stops and question marks read aloud with expression, showing awareness of exclamation and speech marks identify simple text features such as titles and pictures to indicate what the text is about look for clues in the text, <i>e.g. words, layout, sequence, to understand information or narrative</i> understand the meaning of visual features and link to written text, <i>e.g. illustrations, photographs, diagrams and charts</i> identify facts related to the topic of a text identify words and pictures on-screen which are related to a topic 	<ul style="list-style-type: none"> choose reading materials independently giving reasons for their choices apply the following reading strategies with increasing independence to a wider range of familiar and unfamiliar texts: <ul style="list-style-type: none"> – phonic strategies – recognition of high-frequency words – context clues, <i>e.g. graphic and syntactic</i> – self-correction including re-reading and reading ahead read a wider range of suitable texts with increasing accuracy and fluency read aloud with attention to punctuation including full stops, question, exclamation and speech marks, varying intonation, voice and pace identify and use text features, <i>e.g. titles, headings and pictures, to locate and understand specific information</i> look for key words to find out what the text is about use all the different features of texts to make meaning such as pictures, charts and layout connect information from different parts of the text identify accurate information which is sorted into categories or headings, provided by the teacher, <i>e.g. food, habitat</i> identify key words to search for information, and modify search words as necessary
	Comprehension	<ul style="list-style-type: none"> retell familiar stories in a simple way recall some information from a text using visual features and words relate information and ideas from a text to personal experience 	<ul style="list-style-type: none"> retell events from a narrative in the right order recall details from information texts use personal experience to support understanding of texts 	<ul style="list-style-type: none"> recall and retell narratives and information from texts with some details explain relevant detail and key information from texts draw upon relevant personal experience and prior knowledge to support understanding of texts
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"> show an interest in books and respond to their content follow texts read to them and respond appropriately. 	<ul style="list-style-type: none"> talk about events, language and information as they predict events and explore meaning make simple connections to other information about the topic express a view about the information in a text. 	<ul style="list-style-type: none"> show understanding and express opinions about major events or ideas make a range of connections to other information about the topic express views about the information using details from the text.

Literacy – Reading for information Key Stage 2		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type read short information texts independently with concentration read aloud using punctuation to aid expression skim to gain an overview of a text, e.g. <i>topic, purpose</i> look for specific information in text using contents, indexes, glossaries, dictionaries link the information in visual clues, e.g. <i>illustration, photographs, diagrams and charts, to enhance understanding</i> identify different purposes of texts, e.g. <i>recipes, timetables, plans, rules</i> identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> locate information on web pages using screen features, e.g. <i>toolbars, side bars, headings, arrows</i> 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type read texts, including those with few visual clues, independently with concentration use their understanding of sentence structure and punctuation to make meaning in complex sentences skim to gain the gist of a text or the main idea in a chapter scan for specific information using a variety of textual organisation and features such as contents, index, labelled diagrams and glossary identify different types of text by their structure, vocabulary, content, layout and purpose identify the features of texts, e.g. <i>describing a process in detail, giving reasons, chronological sequence</i> find out information and ideas from web pages, using hyperlinks, word searches, etc., and assessing which are most efficient methods 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type 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. <i>finding key words, phrases, gist, main ideas, themes</i> scan to find specific details using graphic and textual organisers, e.g. <i>sub-headings, diagrams</i> identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i> identify features in texts intended to persuade, e.g. <i>exaggeration, word choice, ambiguity</i> use information from trusted sources, on-screen and on paper, selecting and downloading as necessary 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type read complex texts independently for sustained periods understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>'I had chocolate(,) cake and cheese for tea'</i> use a range of strategies to skim and scan for information read closely, annotating purposefully distinguish between main and supporting ideas selecting essential points begin to understand features of official and historical documents, e.g. <i>formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications</i> assess the quality and reliability of information on web pages, considering its origins and verifying accuracy
	Responding to what has been read	Comprehension	<ul style="list-style-type: none"> accurately identify the topic, main ideas and key information from texts, e.g. <i>by highlighting and retelling using the words of the text</i> deduce ideas and information by linking explicit statements, e.g. <i>cause and effect</i> 	<ul style="list-style-type: none"> accurately identify the main ideas and key information from texts; use the information in their own work deduce connections between information, e.g. <i>sequence, importance</i> 	<ul style="list-style-type: none"> show understanding of main points and significant details in different texts on the same topic infer meaning which is not explicitly stated, e.g. <i>implications, consequences</i> compare the structures of texts which are intended to discuss or persuade
	Response and analysis	<ul style="list-style-type: none"> use information from texts in their own account of the topic by sequencing or reordering information make connections between new information and ideas in a text and what they already know and believe about the topic identify why the writer wrote this text, e.g. <i>to persuade people to visit the castle</i> consider how well the material is presented, e.g. <i>clear, organised, interesting vocabulary and illustrations</i> take an interest in information beyond their personal experience. 	<ul style="list-style-type: none"> select details and evidence from the texts to use in their writing, identifying patterns and drawing conclusions identify the attitude of the writer to the topic, e.g. <i>admires a historical figure, only interested in facts</i> consider whether a text is effective in conveying information and ideas, e.g. <i>includes all the relevant information, uses devices to help the reader to understand</i> take an interest in and express views on ideas beyond their personal experience. 	<ul style="list-style-type: none"> collate and make connections with information and ideas from different sources, make hypotheses and draw conclusions, and present in different ways, e.g. <i>flowchart, diagram</i> compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i> consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i> identify and explore ideas and information that interest them identify key points in sections of a text. 	<ul style="list-style-type: none"> collate and make connections between information and ideas and present appropriately, e.g. <i>graphs, tables</i> consider different viewpoints on a topic and which is the most coherent and believable evaluate a text, its content, presentation and appeal identify ideas and information that interest them and develop broader and deeper understanding use evidence from a text to support their view.

Literacy – Reading for information Key Stage 3		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word derivations and families grammar, sentence structure and text type content and context to make sense of words, sentences and whole texts read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them use a range of strategies, including speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information use internet searches carefully, deciding which sources to read and believe 	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word derivations and families grammar, sentence structure and text type content and context to make sense of words, sentences and whole texts read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them use a range of strategies, including 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 	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word derivations and families grammar, sentence structure and text type content and context to make sense of words, sentences and whole texts read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them use a range of strategies, including 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
	Comprehension	<ul style="list-style-type: none"> select the main points from a text and identify how information and evidence are used to support them use the various features of texts, such as subheadings, graphs, illustrations, to find information and make useful notes deduce and infer meaning and information by making connections within the text and reading between the lines follow up initial ideas that interest them by further research 	<ul style="list-style-type: none"> follow up and use additional material in texts, e.g. <i>footnotes, hyperlinks, references using notes for recording and shaping information</i> identify links between ideas and information across texts using 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 picture of it 	<ul style="list-style-type: none"> assess the reliability of the text use a range of sources to gain a full understanding of a topic or issue, using different ways to record and organise material 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
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"> collate relevant information, selecting appropriate formats for presentation, e.g. <i>graphs, tables, diagrams</i> express their view of a text selecting aspects such as themes, images and phrases distinguish between facts and opinions and identify how they are presented compare two views of the same topic and consider which is most valid identify texts that appeal to them and why, using evidence to support their view. 	<ul style="list-style-type: none"> collate and synthesise information effectively using their knowledge of different formats begin to evaluate the effectiveness of texts consider how what seem to be facts may actually be opinions, and how the writer achieves this identify different views of a topic and any areas of agreement and contradiction evaluate texts for their value in terms of quality and level of interest. 	<ul style="list-style-type: none"> synthesise and analyse information effectively critique texts evaluating their effectiveness identify how arguments are constructed to be persuasive, including the use of facts and different kinds of language identify different interpretations of facts and information and evaluate their relative merits evaluate texts identifying features which are convincing and appealing.