**English - Reading**

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| **Key Stage** | **Pathway** | **Topics/Strands** | **Description** | **Key Stage End Point (KSEP)** |
| KS1&2 | 1 | - Phonics  - Mechanics of Reading  - Reading Environment  - Reading for Pleasure  Comprehension | I can listen to and develop awareness of environmental and instrumental sounds. I can explore individual phonemes and graphemes in a multisensory way. I can recognise my own name and match the letters within in. I can identify s a t p i n phonemes. I can track with my eyes. I can hold a book and reorientate it if needed. I can turn pages in a book. I can distinguish between pictures and writing. I can show an interest in print in the environment. I can respond appropriately to visual cues that support daily routines. I can match symbols to objects in my environment. I can show an interest in fiction books. I can show an interest in non-fiction books. I can listen and engage with sensory based rhymes, poems, songs and stories and show enjoyment. I can communicate a dislike of a book. I can show anticipation during a familiar sensory story. I can match symbols to symbols. I can complete familiar phrases or sentences within a well-known story. I can indicate what a simple book is about when given a choice. I can answer Blanks Level 1 questions about familiar books. | Age 11 |
| KS1&2 | 2 | - Phonics  - Fluency and Expression  - Comprehension  - Fiction  - Non-Fiction  - Reading for Pleasure | I can recognise many red words up to Phase 3. I can decode words that include phase 3 digraphs. I can read simple sentences at a phase 3 level. I can read aloud to a familiar audience. I can pause at a full stop. I know characters need a different voice. I can answer basic retrieval questions, using pictures to support. I can identify characters and settings in a story. I can identify how a character is feeling. I can begin to answer simple why questions about a text. I understand fiction books have a linear sequence from beginning to end. I can sequence pictures from a story that has been read to me. I can describe a story that has been read to me, either verbally or with symbols. I can find a non-fiction book with support. I know some features of a non-fiction book. I can find a non-fiction book on a given topic. I can enjoy a range of texts. I can choose a book I will enjoy from a small selection. I can choose a book I would not enjoy. I can listen and engage with books being read to me. | Age 11 |
| KS1&2 | 3 | - Phonics  - Fluency and Expression  - Comprehension  - Fiction  - Non-Fiction  - Reading for Pleasure | I can decode words that include Phase 5 alternate digraphs and trigraphs. I can read red words up to Phase 5. I can confidently read stories at a Phase 5 level. I can read aloud or quietly in my head. I can read with expression when indicated by punctuation. I can read with expression for a character. I can fluently read at a level that aids my comprehension. I can identify key events in a fiction story. I can answer basic retrieval questions about the character and setting. I can provide simple plausible predictions based on what I have read. I am starting to make inferences about situations and characters. I know that a fiction book needs to be read in a linear sequence. I know that some books contain more than one story. I can explain how I know a book is fictional. I can independently find a non-fiction book. I know the features of a non-fiction book and with support, I can explain how they work. I can use a contents and index page in a non-fiction book with limited support. I know what a glossary is and how it will help a reader. I can choose a book I will enjoy from the library. I can recognise when a book is too difficult or does not interest me and can change it for a book I will enjoy. | Age 11 |
| KS3 | 1 | - Phonics  - Mechanics of Reading  - Reading Environment  - Reading for Pleasure  - Comprehension  - Fiction  - Non-Fiction | I can identify at least 50% of the Phase 2 phonemes. I can recognise the graphemes that are important to me e.g., my name, names of peers, class name. I can begin to blend sounds together to read novel words. I can hold a book the correct way. I can turn single pages in a book at the appropriate time. I am beginning to track words across the page from left to right using my finger to support. I can engage with text and symbols in my environment. I can use symbols to support my daily routine. I can show a preference when offered a choice of books. I can show engagement with the content of a book. I can explore a range of genres. I can sequence three or more pictures from a story. I can identify characters from a familiar story. I can start to make predictions based on the title and front cover. I can retrieve the answer to simple questions about a text. I can select an appropriate answer to closed questions from given options. I can identify a fiction book. I can identify a non-fiction book. I can match captions to pictures to demonstrate my understanding. I can sort key features of fiction and non-fiction texts. | Age 14 |
| KS3 | 2 | - Reading for Pleasure  - Fluency and Expression  - Comprehension  - Fiction  - Non-Fiction  - Phonics and Language | I can form my own ideas and opinions about what I have read. I can refer to a text when sharing my opinion. I can give reasons for the opinions I have. I will read aloud in class. I am able to read independently in class. I can read a range of texts, including fiction, non-fiction, poetry and script. I can understand the main point of a text. Sometimes I can infer information from a text with support. I can retrieve information from simple texts. I can start to predict what might happen next. I can identify and sequence key parts of texts I have read. I am beginning to understand simile, alliteration, rhythm and rhyme in poetry with support. I can make some basic links between stories I have read. I can identify features of different non-fiction texts with support. I can find and use a contents and index page. I can use simple search techniques to locate information. I can comment on writer's choice of language with support. I understand language can show stories are written in different times. I can read books in line with my phonics knowledge. I can read up to and including Phase 4 words. | Age 14 |
| KS3 | 3 | - Reading for Pleasure  - Fluency and Expression  - Comprehension  - Fiction  - Non-Fiction  - Vocab and Language | I can choose a book based on my interests. I can choose an appropriate book on a given topic. I can give personal responses to different literature. I can read texts that include unfamiliar words fluently. I am able to skim and scan to identify key ideas. I can make plausible predictions and say why. I can retrieve information from a range of texts. I can infer from a text with limited support. I can summarise a range of information from different sources. I can refer to texts when explaining ideas and opinions. I can make links between different stories. I know that fiction books can be split into chapters. I can identify links between chapters of longer stories. I can independently use a glossary and index. I can independently identify and explain the features of a non-fiction text. I can use search techniques to locate appropriate resources and information. I can deduce meanings of words based on the text. I can comment on the effects of writer's choice of language. I can understand and recognise simile, alliteration, rhythm and rhyme. I understand texts reflect and cultures. | Age 14 |
| 14-19 | 1 | - Phonics  - Mechanics of Reading  - Reading Environment  - Reading for Pleasure  - Comprehension | I can recognise and respond appropriately to sounds that keep me safe. I can recognise graphemes on packaging to identify an item from a selection. I can track visual information on a page following basic print conventions. I can sequence pictures or symbols in the correct order. I can follow daily timetables and personalised schedules. I will use a symbolised or pictorial shopping list to find items in a shop or supermarket. I will read an adapted menu and select from it. I can follow a simplified recipe. I can follow a series of instructions supported by pictures and/or symbols. I can match symbols to less unfamiliar objects in my environment e.g., tools. I can participate in a shared reading activity. I will access a library and choose a book that interests me. I can find a magazine or text of interest in a shop. I will engage with an adaptation of a book e.g., audiobook. I can communicate my like or dislike of a text. I can identify and respond to different types of text. I can recognise and categorise well-known high street logos. I can respond to different signs and symbols to represent the same object or entity e.g., toilet. I understand the same item or product can be packaged differently. I can answer who? what? and where? questions about a shared text. | Age 18 |
| 14-19 | 2 | - Exploring Events and Characters in Audio  - Creating Narratives  - Communicate Experiences  - Visual Texts and Reading  - Reading | I can use my knowledge of phonics to read an unfamiliar word. I can name the main characters in texts and start to explain their relationships with each other. I can start to suggest ways in which characters behave in texts by picking out key actions or events. I can start to think about how characters from texts are being presented to an audience. I can think about my own opinions of characters. I can make simple references to characters in texts. I can clearly say what I know about characters in a text. I can retrieve information from texts. I can make inferences with support. I can predict what will happen next, based on what I have already read. I can summarise a simple text that I have read or has been read to me. I can identify and understand simile, alliteration, rhythm and rhyme. I can skim and scan to identify different ideas with support. I can give a personal response to literary texts with limited support. I can follow a straightforward sequence of points or events. I can create my own sequence of events based on what I have read. I can explore texts through different media forms. I can say what information is represented in different media forms. I can read aloud to the class but may need support. I am beginning to identify nouns, adjectives, adverbs and verbs with support. | Age 18 |
| 14-19 | 3 | - Exploring Shakespeare  - Creating Narratives  - Exploring Narratives  - Functional Skills Reading  - Exam Technique  - Literature-based Project | I can read independently but may need support. I can read aloud to my class. I can read unfamiliar words by using my knowledge of phonics and the context and syntax. I can infer from texts I have read largely independently. I can listen to and share-read narratives from a variety of time periods and from British and non-British authors/poets. I understand that time and culture have an effect on what I am reading and can explain this. I can read and understand texts in detail. I can identify components of narrative and describe the genre. I can study at least one Shakespeare play and use some audio-visual texts. I can describe events and information in texts identifying similarities and differences in events/characters and identify how authors present them. I can describe events in a number of texts and make comparisons between them. I can explore themes with a selection of different texts (e.g. good vs evil, fantasy, justice). I can retrieve information by skimming, scanning and reading carefully. I can work collaboratively with others to understand what is required from questions about a text. I can answer a range of questions about what I've read, including both open & closed and those that require PEE. I can identify main points and how they are presented in a variety of texts. I can explain and summarise what I have read. I can use information I have read. I can respond appropriately to texts. I can understand standard techniques writers use to organise information e.g. use of bullet points, headings, and subheadings. | Age 16-18 |