

**English Reading End points Aspect: Reading for Pleasure**

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|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | * Join in with rhymes and stories and identify a rhyme. * Listen to a whole story, maintaining attention and concentration for a short period of time, and comment on what is happening. | * Maintain concentration and sit quietly whilst listening to a whole story.   Respond with comments and answer questions to show my enjoyment and understanding of a story. | * Understand that there are different kinds of books. * Find the title and author of a book. * Recall some familiar stories and talk about why they like them. |
| **Year 1** | * Know that there are different kinds of books. * Know the difference between a story book and an information book. * Find the title, author and the illustrator of a book. * Know some familiar stories. * Recognise familiar story language. | * Say what I like or dislike about a book. * Say if a story reminds me of another story or something that I have experienced. * Listen to others’ ideas about a book. * Find familiar story language in stories read aloud to me or ones I have read independently. * Retell key stories orally using narrative language. * Recognise rhyming language. | * Say whether I agree or disagree with other’s ideas. * Say why I agree or disagree with ideas. * Recognise repeated or patterned language. * Recognise patterned language in the poems and rhymes I know. * Know some poems and rhymes by heart. |
| **Year 2** | * Know that there are different kinds of stories. * Listen to or read a range of different kinds of stories. * Make choices about the books I read. * Know that non-fiction books are organised differently from fiction texts. * Know that books or texts have a purpose. | * Explain why I prefer certain books or stories. * Retell stories with the key events in the correct sequence. * Retell a story with the key events and the characters. * Know how to find information in a non-fiction book. * Identify the purpose of a book or a text. * Know that books and stories are set in different places and times. | * Decide how useful a non-fiction book is to find the information I need. * Find the setting or time in books or stories. * Discuss the setting or time in books. |
| **Year 2**  **Reading for Pleasure - Poetry** | * Know the difference between poetry and narrative * Know that there are different kinds of poetry. * Llisten to different kinds of poetry. * Talk about books or poems read. * Know that stories and poems can have patterned or recurring literary language. | * Talk about the meaning of different poems. * Recognise that a poem can tell a story. * Learn a poem by heart. * Give an opinion on books or poems read. * Find patterned or recurring literary language in poems and stories. * Find favourite words and phrases. | * Recite or perform a poem making the meaning clear. * Talk about favourite words and phrases. * Know that word choice affects meaning. * Explain why a writer has chosen a word to affect meaning. |
| **Year 3** | * Know that there are different kinds of narrative stories. * Understand that a sequence of events in a narrative is called the plot. * Identify the plot in a narrative. * Use a dictionary to check or find the meaning of new words. * Know that there are different kinds of non-fiction books. * Know that non-fiction books are structured in different ways. * Know how to use a non-fiction book to find identified information. * Identify any words that are unfamiliar. | * Understand that narratives can have differently structured plots. * Talk about the different plot structures in genres read. * Know that writers choose words and language to create an effect on the reader. * Find effective words and language in reading that writers have used to create effects. * Discuss a range of narrative stories and their similarities and differences. * Choose books for specific purposes. * Discuss the meaning of unfamiliar words identified. | * Recognise the literary language typical of narrative genres read. * Recognise words and language that show the setting of a book –historical, cultural or social. * Explain why a writer makes choices about words and language used. * Discuss meaning of specific or unusual words used by authors to create effects. * Explain why a writer has chosen specific words and language. * Record words and language from reading to use in my own writing. * Make connections between books written by the same author. * Retell some of stories written by the same author by heart. |
| **Year 3**  **Reading for Pleasure - Poetry** | * Know that there are different forms of poetry. * Recognise and name different types of poems which have been introduced. * Know that words and language in poems create effects. | * Discuss the meaning of words and language in poems. * Understand that there can be more than one interpretation of a poem. * Understand that the meaning of poems can be enhanced through performance. * Watch performances of poems. | * Discuss how the meaning is enhanced through performance. * Identify that intonation, tone, volume and action can be used to enhance meaning. * Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. |

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| **Year 4**  **Reading for Pleasure** | * Know that there is a range of narrative stories. * Discuss the range of narrative stories introduced so far and consider differences and similarities. * Understand that these have different plot patterns. * Know that the plot develops in different ways according to the plot pattern. * Use a dictionary to check or find the meaning of new words. * Find similarities in the books I read. * Understand that writers open stories in different ways. | * Understand that a writer can use patterned language for effect. * Find examples of patterned language for effect. * Identify words and language that show the setting of a book –historical, cultural or social. * Know that writers choose words and language to show atmosphere, mood or feelings. * Find words and language in my reading that writers have used to show atmosphere, mood or feelings. * Identify different openings in different books and I can compare different story openings. | * Explain how the writer has used words and language to show the setting of a book. * Explain how the words and language used show atmosphere, mood or feelings. * Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. * Record words and language from my reading to use in my own writing. * Find similarities in the use of language and openings in books experienced. |
| **Year 4**  **Reading for Pleasure - Poetry** | * Know that there are different forms of poetry. * Know that*words* and language in poems create effects. | * Recognise and name different types of poems which have been introduced to me. * Explain the effect created by the poet’s choice of words and language. * Know that poems may have patterned language. * Find examples of patterned language in the poems I read. * Explain the effect of patterned language in poems and why a poet might use it. * Understand that the meaning of poems can be enhanced through performance. * Enjoy watching performances of poems. | * Discuss how the meaning of a poem is enhanced through performance. * Identify that intonation, tone, volume and action can be used to enhance meaning. * Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| **Year 4**  **Reading for Pleasure –**  **Non-fiction** | * Choose a specific non-fiction book for a specific purpose. * Identify any words that are unfamiliar to me. * Use dictionaries to check or find the meaning of unfamiliar words. | * Know where to find the specific information needed in my book. * Know how to use a non-fiction book to find identified information. * Discuss the meaning of the unfamiliar words identified. |  |

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| **Year 5**  **Reading for Pleasure –**  **Maintaining a positive attitude about reading** | * Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. * Know that these are structured in different ways. * Know that non-fiction texts are structured to guide the reader to information. * Explain how the structure guides the reader to find specific information. * Find words and language that are used for effect. * Explain how the words and language create a precise effect. | * Discuss and explain how and why different books have different structures. * Explain why I enjoyed a book or poem and who might also enjoy it. * Evaluate the usefulness of a non-fiction book to research questions raised. * Understand that a writer moves events forward through a balance of dialogue, action and description. * Record effective words and language from reading to use in my own writing. | * Explore how dialogue is used to develop character. * Explore how actions are added to dialogue to move events forward. * Understand that writers use language for precise effect. * Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. * Understand that a writer uses different sentence structures and techniques to create effects. * Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. * Record examples of effective techniques and structures from reading to use in my writing. |
| **Year 5**  **Reading for Pleasure –**  **Comprehension** | * Understand that there will be unfamiliar words in the texts I read. * Use dictionaries to check or find the meaning of unfamiliar words. * Ask questions to improve my understanding. * Re-read to check that the text is meaningful. * Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. | * Use meaning-seeking strategies to explore the meaning of words in context. * Understand that inferences can be drawn from different parts of the text. * Justify inferences with evidence from the text. * Make predictions from evidence found and implied. * Summarise the main ideas drawn from a text. | * Use meaning –seeking strategies to explore the meaning of idiomatic and figurative language. * Understand that inferences can be made by reading between and beyond the lines. * Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. * Explain how the context of a text reflects the reaction of the audience it was written for. |
| **Year 5**  **Reading for Pleasure –**  **Justifications for views** | * Give a personal point of view about a text. * Explain the reasons for my viewpoint, using evidence from the text. * Listen to others’ ideas and opinions about a text. * Make connections between other similar texts, prior knowledge and experience. * Explain why there are connections, using evidence. * Compare books with similar themes. | * Build on others’ ideas and opinions about a text in discussion. * Question others’ ideas about a text. * Compare different versions of texts. * Explain the similarities and differences between different versions of texts. * Explain how books written in different contexts can have similar themes. | * Evaluate the effectiveness of different versions of texts. |
| **Year 6**  **Reading for Pleasure –**  **Maintaining a positive attitude about reading** | * Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. * Know that texts can have elements of more than one text type. * Identify the elements included in a text type. * Explain why I enjoyed a book or poem and who might also enjoy it. * Evaluate the usefulness of a non-fiction book to research questions raised. | * Know that non-fiction texts may include a creative, fictional element. * Explain how the choices a writer has made about the structure of a text support its purpose. * Make predictions using knowledge of the conventions of different genres and text types. * Understand that non-fiction texts may present the same information with different viewpoints. * Identify the characteristics of a writer’s style. * Know that the word and language choices support the writer’s purpose. * Record examples of words and language from reading to use in my own writing. | * Know that style and vocabulary are linked to the purpose of the text. * Explain how the style and vocabulary are linked to the purpose of the text, using evidence. * Evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information. * Explain the characteristics of a writer’s style, using evidence. * Explain how the word and language choices support the writer’s purpose, using evidence. * Explain how the techniques and structures used support the writer’s purpose, using evidence. * Record examples of techniques and structures from reading to use in my own writing. * Comment on the effectiveness of the writer’s use of language structures and techniques. |
| **Year 6**  **Reading for Pleasure –**  **Comprehension** | * Understand that there will be unfamiliar words in the texts I read. * Use dictionaries to check or find the meaning of unfamiliar words. * Use meaning-seeking strategies to explore the words in context. * Use meaning –seeking strategies to explore the meaning of idiomatic and figurative language. | * Ask questions to improve and deepen my understanding. * Re-read to check that the text is meaningful. * Know that a text may need to be read slowly or re-read to deepen my understanding. * Know that texts have different layers of meaning –between the lines and beyond the lines. * Summarise the main ideas drawn from a text. | * Find the different layers of meaning in a text. * Explain how they contribute to the reader’s understanding of the overall meaning, characters, themes. * Make predictions from evidence found and implied. * Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. * Explain how the context of a text reflects the reaction of the audience it was written for. |
| **Year 6**  **Reading for Pleasure –**  **Justifications for views** | * Give a personal point of view about a text. * Explain the reasons for a viewpoint, using evidence from the text. * Listen to others’ ideas and opinions about a text. | * Build on others’ ideas and opinions about a text in discussion. * Question others’ ideas about a text. * Make connections between texts which may not initially seem similar. * Explain why there are connections, using evidence. * Explain the similarities and differences between different versions of texts. | * Identify themes in books which have different cultural, social or historical contexts. * Compare and contrast themes in a range of books. * Explain how there are common themes in different books, using evidence from reading. |