

**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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