

Reading Learning Outcomes

1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words

2. Read for a variety of purposes: learning, pleasure, research, comparison

3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate

4. Use an appropriate critical vocabulary while responding to literary texts

5. engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading

6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure

7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event

8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text

9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them

10. Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development

11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect

12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose

13. Appreciate a variety of registers and understand their use in the written context