

<b>(D1 - D9) Primary 1:</b>	<b>(D1 - D9) Primary 2:</b>	<b>(D1 - D9) Junior:</b>
<p><b>Listening to Stories:</b></p> <ul style="list-style-type: none"> <li>Developing the ability to listen attentively to stories, poems, and rhymes, and showing understanding through discussions and questions.</li> </ul> <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>Recognising and enjoying rhymes, rhythms, and patterns in spoken language and playing with sounds in words.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Learning to recognize and say the sounds (phonemes) that correspond to the letters (graphemes) in the alphabet, beginning with simple consonant-vowel-consonant (CVC) words.</li> </ul> <p><b>Recognizing Letters and Words:</b></p> <ul style="list-style-type: none"> <li>Identifying letters of the alphabet and understanding that letters make up words. Recognising some common words, especially their own name and other high-frequency words.</li> </ul> <p><b>Print Awareness:</b></p> <ul style="list-style-type: none"> <li>Understanding that print carries meaning and that it is read from left to right and top to bottom. Recognising print in the environment.</li> </ul> <p><b>Handling Books:</b></p> <ul style="list-style-type: none"> <li>Demonstrating the correct way to hold and handle books, knowing how to turn pages, and understanding that text progresses from left to right.</li> </ul>	<p><b>Phonics Knowledge:</b></p> <ul style="list-style-type: none"> <li>Applying phonics knowledge to decode and blend sounds to read words, focusing on phase 2 and 3 phonics sounds.</li> </ul> <p><b>High-Frequency Words:</b></p> <ul style="list-style-type: none"> <li>Recognizing and reading common high-frequency words by sight, such as 'the', 'and', 'said'.</li> </ul> <p><b>Simple Sentences:</b></p> <ul style="list-style-type: none"> <li>Reading simple sentences with increasing fluency and understanding.</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>Answering simple questions about stories and texts to demonstrate understanding of key points and details.</li> </ul> <p><b>Story Sequencing:</b></p> <ul style="list-style-type: none"> <li>Retelling familiar stories in the correct sequence, using language from the text.</li> </ul> <p><b>Vocabulary Development:</b></p> <ul style="list-style-type: none"> <li>Developing vocabulary by discussing the meaning of new words encountered in reading.</li> </ul> <p><b>Prediction Skills:</b></p> <ul style="list-style-type: none"> <li>Making predictions about what might happen next in a story based on the text and pictures.</li> </ul> <p><b>Reading Aloud:</b></p> <ul style="list-style-type: none"> <li>Practicing reading aloud with clear pronunciation and expression, developing confidence and fluency.</li> </ul>	<p><b>Decoding:</b></p> <ul style="list-style-type: none"> <li>Developing fluency in decoding words using phonics, recognizing graphemes, and blending sounds to read new words accurately.</li> </ul> <p><b>Common Exception Words:</b></p> <ul style="list-style-type: none"> <li>Reading a range of common exception words (tricky words) without needing to decode them.</li> </ul> <p><b>Reading Fluency:</b></p> <ul style="list-style-type: none"> <li>Reading books at an appropriate level with increasing fluency and accuracy, focusing on developing an appropriate pace and expression.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Demonstrating understanding of what they have read by answering questions, discussing events, characters, and details in the text.</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>Making predictions about what might happen next in a story based on what has been read so far and their own experiences.</li> </ul> <p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>Making inferences about characters' feelings, thoughts, and motives from their actions and dialogue.</li> </ul> <p><b>Retelling:</b></p> <ul style="list-style-type: none"> <li>Retelling a familiar story or event in their own words, identifying the main events and characters.</li> </ul>

<p><b>Story Comprehension:</b></p> <ul style="list-style-type: none"> <li>Retelling key events in stories, predicting what might happen next, and discussing characters and settings.</li> </ul> <p><b>Engagement with Books:</b></p> <ul style="list-style-type: none"> <li>Showing interest in books and stories, choosing to look at books independently, and enjoying shared reading experiences.</li> </ul> <p><b>Visual Discrimination:</b></p> <ul style="list-style-type: none"> <li>Developing the ability to distinguish between different letters and words, recognizing similarities and differences in print.</li> </ul> <p><b>Listening and Attention:</b></p> <ul style="list-style-type: none"> <li>Developing focused listening skills, following along with stories and understanding that pictures and print convey information.</li> </ul> <p><b>Vocabulary Development:</b></p> <ul style="list-style-type: none"> <li>Learning new words and phrases from stories and discussions and beginning to use them in context.</li> </ul> <p><b>Interactive Reading:</b></p> <ul style="list-style-type: none"> <li>Participating in interactive reading sessions, responding to questions, and making connections to their own experiences.</li> </ul> <p><b>Emergent Reading Behaviours:</b></p> <ul style="list-style-type: none"> <li>Mimicking reading behaviours such as pretending to read by turning pages and reciting memorized text from familiar stories.</li> </ul> <p><b>Interest in Illustrations:</b></p> <ul style="list-style-type: none"> <li>Noticing and discussing illustrations in books, understanding that pictures can help tell a story and provide context for the text.</li> </ul>	<p><b>Understanding Texts:</b></p> <ul style="list-style-type: none"> <li>Demonstrating an understanding of texts by discussing the main ideas, characters and settings.</li> </ul> <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listening attentively to stories read aloud by adults and peers, and engaging in discussions about them.</li> </ul> <p><b>Following Print:</b></p> <ul style="list-style-type: none"> <li>Following print from left to right and top to bottom, understanding the concept of words and spaces.</li> </ul> <p><b>Interactive Reading:</b></p> <ul style="list-style-type: none"> <li>Participating in shared reading activities, joining in with repeated phrases and refrains.</li> </ul> <p><b>Book Handling:</b></p> <ul style="list-style-type: none"> <li>Developing book-handling skills, such as turning pages correctly and recognizing the front and back cover of a book.</li> </ul> <p><b>Enjoyment of Reading:</b></p> <ul style="list-style-type: none"> <li>Developing a love for reading by exploring a range of books and texts, both fiction and non-fiction and expressing preferences for certain stories or authors.</li> </ul>	<p><b>Sequencing:</b></p> <ul style="list-style-type: none"> <li>Recognizing and sequencing the main events in a story, understanding the concept of beginning, middle and end.</li> </ul> <p><b>Understanding Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Exploring and discussing the meanings of new words encountered in their reading, including finding clues within the text or using dictionaries.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting different texts, stories, and characters, recognizing similarities and differences.</li> </ul> <p><b>Non-Fiction Skills:</b></p> <ul style="list-style-type: none"> <li>Reading non-fiction texts to find information, understanding how to use contents pages, indexes, glossaries and captions.</li> </ul> <p><b>Expression and Intonation:</b></p> <ul style="list-style-type: none"> <li>Reading aloud with appropriate expression and intonation to convey meaning and engage the listener.</li> </ul> <p><b>Enjoyment of Reading:</b></p> <ul style="list-style-type: none"> <li>Developing a love for reading by choosing books that interest them and discussing their favourite stories, authors and genres.</li> </ul> <p><b>Response to Reading:</b></p> <ul style="list-style-type: none"> <li>Writing or verbally expressing personal responses to the books they read, sharing their thoughts, opinions and recommendations with others.</li> </ul>
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### (D9 - D11) Key Stage 3:

#### Fluency and Expression:

- Reading with fluency, expression, and intonation, understanding how punctuation affects reading aloud.

#### Decoding and Word Recognition:

- Applying knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.

#### Reading a Range of Texts:

- Engaging with a variety of text types, including fiction, non-fiction, poetry and plays.

#### Comprehension:

- Demonstrating understanding of texts by answering questions that require literal and inferential comprehension.

#### Retrieval Skills:

- Locating and extracting information from a text, using contents pages and indexes to find specific details.

#### Inference and Deduction:

- Making inferences about characters' feelings, thoughts, and motives, and justifying these with evidence from the text.

#### Prediction:

- Predicting what might happen next in a text based on details stated and implied.

#### Summarisation:

- Summarising the main ideas from more than one paragraph, identifying key details that support the main idea.

#### Understanding Language:

- Exploring the meaning of words in context, understanding figurative language, and discussing the impact of specific words and phrases on meaning.

#### Themes and Conventions:

- Identifying themes and conventions in a range of books, understanding how these contribute to the overall message or story.

### (D11 - D13) Key Stage 4:

#### Fluent and Expressive Reading:

- Reading aloud with fluency, clear expression, and proper intonation, taking into account punctuation and sentence structure.

#### Advanced Decoding:

- Using knowledge of morphology (roots, prefixes, suffixes) and etymology to read and understand complex words.

#### Comprehension and Interpretation:

- Demonstrating a deep understanding of texts through answering questions that require detailed comprehension, both literal and inferential.

#### Critical Analysis:

- Analysing how language, structure, and presentation contribute to meaning, including the impact of specific word choices and sentence structures.

#### Inference and Evidence:

- Making inferences about characters' motivations and feelings, supporting these inferences with evidence from the text.

#### Themes and Conventions:

- Identifying and discussing themes and conventions in a range of texts, understanding how these contribute to the overall message or story.

#### Summarisation:

- Summarising main ideas across multiple paragraphs, identifying key details that support these ideas.

#### Comparison Skills:

- Comparing and contrasting characters, settings, themes and events within and across different texts.

#### Prediction:

- Making and justifying predictions about what might happen next in a text, based on explicit and implicit details.

#### Understanding Figurative Language:

- Interpreting figurative language, such as metaphors, similes, and idioms, and discussing their impact on the reader.

**Comparison:**

- Comparing and contrasting themes, characters, and settings within and across texts.

**Engagement with Poetry:**

- Reading and responding to poetry, identifying poetic forms and discussing the effects of different poetic devices.

**Critical Thinking:**

- Evaluating the purpose of a text and how well it achieves its aim, considering different viewpoints within a text.

**Enjoyment and Discussion:**

- Developing a love for reading by discussing books with peers, recommending books and articulating personal preferences and reasons for them.

**Evaluation of Texts:**

- Evaluating the effectiveness of texts for different purposes, discussing the author's intentions and the text's impact on the audience.

**Information Retrieval:**

- Skimming, scanning, and extracting information from texts efficiently, using features like headings, subheadings and indexes.

**Engagement with a Range of Texts:**

- Reading and responding to a wide range of texts, including fiction, non-fiction, poetry, and plays, and engaging with classic and contemporary literature.

**Personal Response and Discussion:**

- Articulating personal responses to texts, discussing books with peers, and providing reasons for preferences and opinions.

## (D13 - D16) Key Stage 5:

### **Comprehension:**

- Understanding and interpreting a variety of texts, including fiction, non-fiction, poetry and drama.

### **Inference and Deduction:**

Making inferences and deductions based on textual evidence, reading between the lines to understand implicit meanings.

### **Contextual Understanding:**

- Recognising the influence of historical, cultural and social contexts on texts and understanding how these contexts shape meaning.

### **Analysis of Language:**

- Identifying and analysing the use of language, including literary devices such as metaphor, simile, personification and hyperbole.

### **Structure and Form:**

- Understanding how structure, form and presentation contribute to the meaning of texts.

### **Critical Evaluation:**

- Evaluating texts critically, considering their effectiveness, the author's purpose and the impact on the audience.

### **Personal Response:**

- Developing personal responses to texts, supported by evidence and thoughtful interpretation.

### **Character and Plot Analysis:**

- Analysing characters, their motivations, relationships, and development, as well as the plot and its structure.

### **Themes and Ideas:**

- Identifying and exploring key themes, ideas and messages in texts.

### **Reading Aloud:**

- Developing confidence and skill in reading aloud, including attention to expression, intonation and pronunciation.

### **Vocabulary Development:**

- Expanding vocabulary through reading, understanding new words and using context clues to determine meanings.

### **Skimming and Scanning:**

- Using skimming and scanning techniques to quickly locate information and identify main ideas.

### **Summarising:**

- Summarising texts succinctly, capturing key points and main ideas.

## (D13+) GCSE:

### **Textual Analysis:**

- Ability to analyse a wide range of texts, including fiction, non-fiction, poetry and drama, identifying key themes, ideas and literary devices.

### **Inference and Interpretation:**

- Proficiency in making inferences and drawing conclusions from textual evidence, considering authorial intent, context and subtext.

### **Understanding Structure:**

- Recognition and understanding of the structure and organization of different text types, including narrative structure, argumentative frameworks and poetic forms.

### **Contextual Understanding:**

- Awareness of the historical, cultural, and social contexts of texts and the ability to interpret texts in light of their context.

### **Vocabulary and Language:**

- Comprehension of complex vocabulary, figurative language, and rhetorical devices used in texts and the ability to deduce meaning from context.

### **Critical Evaluation:**

- Capacity to critically evaluate texts, considering their strengths and weaknesses, reliability, bias and intended audience.

### **Comparative Analysis:**

- Skill in comparing and contrasting different texts, exploring similarities and differences in themes, styles and techniques.

### **Literary Devices:**

- Recognition and analysis of literary devices, such as symbolism, imagery, metaphor, and irony, and their impact on meaning and reader interpretation.

### **Response and Engagement:**

- Ability to engage personally and critically with texts, expressing insightful responses, opinions, and interpretations.

### **Exam Technique:**

- Familiarity with exam formats, question types, and assessment criteria, and ability to apply effective exam techniques to maximize performance in timed assessments.

### **Evidence-Based Argumentation:**

- Using textual evidence to support arguments and interpretations, developing coherent and well-supported responses.

### **Reading Strategies:**

- Application of effective reading strategies, such as skimming, scanning, and close reading, to extract key information and identify important details.

### **Independent Reading:**

- Cultivating a habit of independent reading, exploring a variety of texts beyond the curriculum and developing a lifelong love of literature.