

**The National Curriculum  
Handbook for primary teachers in England Archived - QCA-99-457  
England: National Curriculum - English - En2 - Reading - Teaching Points**

Key Stage, Age and Year Level Indicators	Reading Strategies			Understanding Texts			Reading for Information			Literature			Non-Fiction and Non-Literary Texts			Language Structure & Variation		
	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Reading Strategy Conventions (Students should be taught how to...)		Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Understanding Texts Conventions (Students should be taught how to...)		Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Reading For Information Conventions (Students should be taught how to...)		Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Literature Context (What)	Literature Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Non-Fiction and Non-Literary Texts Context (What)	Non-Fiction and Non-Literary Texts Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Language Structure & Variation Conventions (Students should be taught how to...)	
KS1 (Age 5-7) (Year 1-2)																		

	Reading Strategies			Understanding Texts			Reading for Information			Literature			Non-Fiction and Non-Literary Texts			Language Structure & Variation			
Key Stage, Age and Year Level Indicators	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)		Reading Strategy Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)		Understanding Texts Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)		Reading For Information Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)		Literature Context (What)	Literature Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Non-Fiction and Non-Literary Texts Context (What)	Non-Fiction and Non-Literary Texts Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)		Language Structure & Variation Conventions (Students should be taught how to...)
KS2 (Age 7-11) (Year 3-6)	Read with fluency, accuracy and understanding		use phonemic awareness and phonic knowledge			use inference and deduction		scan texts to find information	a range of modern fiction by significant children's authors			recognise the choice, use and effect of figurative language, vocabulary and patterns of language	diaries, autobiographies, biographies, letters			identify the use and effect of specialist vocabulary		To identify and comment on features of English at word, sentence and text level, using appropriate terminology [for example, how adjectives and adverbs contribute to overall effect, the use of varying sentence length and structure, connections between chapters or sections].	
			use word recognition and graphic knowledge			look for meaning beyond the literal		skim for gist and overall impression	long-established children's fiction			identify different ways of constructing sentences and their effects	print and ICT-based reference and information materials [for example, textbooks, reports, encyclopedias, handbooks, dictionaries, thesauruses, glossaries, CD-ROMs, internet]			identify words associated with reason, persuasion, argument, explanation, instruction and description			
			use knowledge of grammatical structures			make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing]		obtain specific information through detailed reading	a range of good-quality modern poetry			identify how character and setting are created, and how plot, narrative structure and themes are developed	newspapers, magazines, articles, leaflets, brochures, advertisements			recognise phrases and sentences that convey a formal, impersonal tone			
			use contextual understanding			use their knowledge of other texts they have read.		draw on different features of texts, including print, sound and image, to obtain meaning	classic poetry			recognise the differences between author, narrator and character				identify links between ideas and sentences in non-chronological writing			
								use organisational features and systems to find texts and information	texts drawn from a variety of cultures and traditions			evaluate ideas and themes that broaden perspectives and extend thinking				understand the structural and organisational features of different types of text [for example, paragraphing, subheadings, links in hypertext]			
								distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]	myths, legends and traditional stories			consider poetic forms and their effects				evaluate different formats, layouts and presentational devices [for example, tables, bullet points, icons]			
								consider an argument critically.	playscripts			express preferences and support their views by reference to texts				engage with challenging and demanding subject matter			
												respond imaginatively, drawing on the whole text and other reading							
										read stories, poems and plays aloud.									