English Scope and Sequence – Reading and Viewing - Foundation to Year 6

	Language									Literature					Literacy				
	Text structure and organisation			**Expressing and developing ideas**				**Sound and letter knowledge**		**Literature and context**	**Responding to literature**		**Examining literature**		**Text in context**	**Interpreting, analysing, evaluating texts**			
	Purpose, audience & structures of different types of texts	Punctuation	Concepts of print and screen	Sentences and clause – level grammar	Word level grammar	Visual language	Spelling	Alphabet knowledge	Phonemic awareness	How texts reflect the context of culture and situation in which they are created	Personal responses to the ideas, characters and viewpoints in texts	Expressing preferences and evaluating texts	Features of literacy texts	Language devices in literacy texts including figurative language	Texts and the context in which they are used	Purpose and audience	Reading process	Comprehension strategies	Analysing and evaluating texts
F	Understand that texts can take many forms, can be very short (eg an exit sign) or quite long (eg an information book or a film) and that stories and informative texts have different purposes		Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, eg directionality	Recognise that sentences are key units for expressing ideas	Recognise that texts are made up of words and groups of words that make meaning	Explore the different contribution of words and images to meaning in stories and informative texts		Recognise the letters of the alphabet and know there are lower and upper case letters		Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences			Recognise some different types of literary texts & identify some characteristic features of literary texts, eg beginnings & endings of traditional texts & rhyme in poetry / Identify some features of texts including events & characters & retell events from a text		Identify some familiar texts and the contexts in which they are used	Identify some differences between imaginative and informative texts	Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
1	Understand that the purposes texts serve shape their structure in predictable ways		Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances	Explore differences in words that represent people, places & things (nouns including pronouns), happenings & states (verbs), qualities (adjectives) & details such as when, where & how (adverbs)	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	Know that regular 1-syllable words are made up of letters & common letter clusters that correspond to the sounds heard, & how to use visual memory to write high-frequency words	Recognise sound - letter matches including common vowel & consonant digraphs & consonant blends / Understand the variability of sound - letter matches	Manipulate sounds in spoken words including phoneme deletion and substitution						Respond to texts drawn from a range of cultures and experiences	Describe some differences between imaginative informative and persuasive texts	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
2	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose		Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, eg timelines	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives	Identify visual representations of characters' actions, reactions, speech & thought processes in narratives, & consider how these images add to or contradict or multiply the meaning of accompanying words	Recognise common prefixes and suffixes and how they change a word's meaning		Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations				Discuss the characters and settings of different texts and explore how language is used to present these features in different ways		Discuss different texts on a similar topic, identifying similarities and differences between the texts	Identify the audience of imaginative, informative and persuasive texts	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self correcting	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	

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3	Understand how different types of texts vary in use of language choices, depending on their purpose, and context, (eg tense, and types of sentences)		Identify the features of online texts that enhance navigation		Identify the effect on audiences of techniques, eg shot size, vertical camera angle & layout in picture books, advertisements & film segments	Recognise high frequency sight words	Draw connections between personal experiences and the worlds of texts, and share responses with others	Develop criteria for establishing personal preferences for literature	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative		Discuss the nature and effects of some language devices used to enhance meaning & shape the reader's reaction, including rhythm & onomatopoeia in poetry & prose	Identify the point of view in a text and suggest alternative points of view	Identify the audience and purpose of imaginative, informative and persuasive texts	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, eg monitoring, predicting, confirming, rereading, reading on & self-correcting	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	
4	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Investigate how quoted (direct) and reported (indirect) speech work in different types of text	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	Understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	Explore the effect of choices when framing an image, placement of elements in the image, & salience on composition of still & moving images in a range of types of texts		Make connections between the ways different authors may represent similar storylines, ideas and relationships		Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension	Understand, interpret & experiment with a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	Identify characteristic features used in imaginative, informative & persuasive texts to meet the purpose of the text	Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	
5	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation			Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	Understand how to use banks of known words as well as word origins, prefixes, suffixes, to learn and spell new words. Recognise uncommon plurals, eg 'foci'	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts		Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor & personification, in narratives, shape poetry, songs, anthems and odes	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective & subjective language, & that these can change according to context	Identify & explain characteristic text structures & language features used in imaginative, informative & persuasive texts to meet the purpose of the text	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources	
6	Understand how authors often innovate on text structures & play with language features to achieve particular aesthetic, humorous & persuasive purposes and effects				Identify & explain how analytical images like figures, tables, diagrams, maps & graphs contribute to our understanding of verbal information in factual & persuasive texts		Analyse and evaluate similarities and differences in texts on similar topics, themes or plots	Identify & explain how choices in language, eg modality, emphasis, repetition & metaphor, influence personal response to different texts	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse			Analyse how text structures and language features work together to meet the purpose of a text	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	Analyse strategies authors use to influence readers