



<b>English Reading Profile - Skills</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>
1. develop phonic, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme			
2. develop their ability to read with fluency, accuracy, understanding and enjoyment			
3. read in different ways for different purposes, including: skimming, scanning and detailed reading using prediction, inference and deduction			
distinguishing between fact and opinion, bias and objectivity in what they read/view			
4. recognise and understand the characteristics of different genres in terms of language, structure and presentation			
5. consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views			
6a. use a range of appropriate information retrieval strategies including ICT, <i>e.g. the alphabet, indexes and catalogues</i>			
6b. retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance			
7. use the knowledge gained from reading to develop their understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning			
8. consider how texts change when they are adapted for different media and audiences.			

<b>Reading Range</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>
1. becoming enthusiastic and reflective readers			
2. reading individually and collaboratively			
3. experiencing and responding to a wide range of texts that include: information, reference and other non-literary texts, including print, media, moving image and computer-based materials			
poetry, prose and drama, both traditional and contemporary			
texts with a Welsh dimension and texts from other cultures			
4. reading/viewing extracts and complete texts: with challenging subject matter that broadens perspectives and extends thinking, <i>e.g. environmental issues, sustainability, animal rights, healthy eating</i>			
with a variety of structural and organisational features			
that show quality and variety in language use			
that reflect the diversity of society in the twenty-first century			
that reflect individual pupils' personal choice of reading matter.			