

EYFS

The pupil can:

- know the difference between words and pictures
- know the difference between letters and words
- understand book vocabulary e.g title, page
- holds books the right way up and turns the page with care
- reads left to right
- can follow with finger as a text is read aloud
- can talk about the pictures

The pupil can:

- read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately.
- read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- hear rhyming words
- continue rhyming strings
- answer questions about texts
- talk about characters, settings, events and endings
- blend 2 and 3 sounds together e.g.: sheep, paint
- read key words with confidence and in a variety of situations e.g. I, go, said, he, she
- understand stories have a beginning, middle and end.

Reading End Points

Year 1	Year 2
<p>The pupil can:</p> <ul style="list-style-type: none">• read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes• read most words containing common Year 1 suffixes• read most Year 1 common exception words• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <p>The pupil can:</p> <ul style="list-style-type: none">• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• link what they read or hear read to their own experiences• become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• recognise and join in with predictable phrases• learn to appreciate rhymes and poems, and recite some by heart• discuss word meanings, linking new meanings to those already known	<p>The pupil can:</p> <ul style="list-style-type: none">• read accurately most words of two or more syllables• read most words containing common suffixes• read most common exception words <p>The pupil can:</p> <ul style="list-style-type: none">• listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• discuss the sequence of events in books and how items of information are related• become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales• use non-fiction books that are structured in different ways• recognise simple recurring literary language in stories and poetry• discuss and clarify the meanings of words, linking new meanings to known vocabulary• discuss their favourite words and phrases

Reading End Points

In age-appropriate books, the pupil can:

- read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately

In a book they can already read fluently, the pupil can:

- check that it makes sense to them, correcting most inaccurate reading
- answer questions and make some inferences
- join in discussions about what has happened so far in what they have read

- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book they can already read fluently, the pupil can:

- check that it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Year 3

Year 4

Reading End Points

The pupil can:

- read accurately many polysyllabic and multi-morphemic words and further exception words

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- read aloud with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty
- make a plausible prediction about what might happen on the basis of what has been read so far
- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussion

Year 5

The pupil can:

- read accurately most polysyllabic and multi-morphemic words and further exception words

In age-appropriate books, the pupil can:

- read aloud fluently with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense, correcting when meaning is lost
- make plausible predictions about what might happen on the basis of what has been read so far
- summarise main ideas providing key details
- retrieve information from non-fiction
- draw inferences and justify their opinions through discussions
- make links between the book they are reading and other books they have read

Year 6

Reading End Points

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context, checking that the text makes sense
- predict what might happen from details stated and implied
- summarise main ideas identifying key details
- retrieve information from non-fiction
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- make comparisons between the book they are reading and other books they have read
- evaluate how authors use language, beginning to consider the impact on the reader

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- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books