

## Working at the expected standard in Year 1

### Word Reading

The pupil can:

- ✓ **read all capital letters and the days of the week**
- apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- ✓ **respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes**
- ✓ **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught**
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ **read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings**
- ✓ **read other words of more than one syllable that contain taught GPCs**
- ✓ **read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)**
- ✓ **read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**  
re-read books to build up fluency and confidence

### Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- ✓ **listen to and discuss 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 several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**
- recognise and join in with predictable phrases with increased confidence
- recite by heart many rhymes and poems
- ✓ **discuss word meanings and link new meanings to those already known**

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- draw on what they already know or on background information and vocabulary provided by the teacher
- ✓ **check that the text makes sense to them as they read and correcting inaccurate reading**
- ✓ **discuss significant events in stories**
- ✓ **make inferences on the basis of what is being said and done**
- ✓ **predict what might happen on the basis of what has been read so far**
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

# Working at the expected standard in Year 2

## Word Reading

The pupil can:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- re-read an increasing amount of books to build up fluency and confidence
- **read accurately most words of two or more syllables**
- **read most words containing common suffixes\***
- **read most common 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**
- **sound out most unfamiliar words accurately, without undue hesitation**

## Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently
- discuss the sequence of events in books and how many items of information are related
- demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales
- understand many non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry and draw upon these for their writing
- discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)
- discuss their favourite words and phrases, using some of them in their writing
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- show good understanding of books they have read and listened to, drawing on what they already know, with background information and vocabulary provided by the teacher
- discuss many books, poems and other works that are read to them and those that they can read for themselves
- check the text makes sense to them and correct inaccurate reading

The pupil can, in a book they are reading independently:

- **make inferences**
- **make a plausible prediction about what might happen on the basis of what has been read so far**
- **make links between the book they are reading and other books they have read**

# Working at the expected standard in Year 3

## Word Reading

The pupil can:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- ✓ **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word**

## Comprehension

The pupil can develop positive attitudes to reading and understanding of what they read.

The pupil can:

- ✓ **listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- read a range of books that are structured in different ways and read for a range of purposes
- use dictionaries to check the meaning of many unknown words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- ✓ **identify *simple* themes and conventions in an increasing range of books**
- prepare short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action
- ✓ **discuss some words and phrases that capture the reader's interest and imagination**
- recognise some different forms of poetry (for example, free verse, narrative poetry)

The pupil can understand what they read in books they can read independently.

The pupil can:

- ✓ **check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context**
- ✓ **ask some questions to improve their understanding of a text**
- ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence**
- ✓ **predict what might happen from details stated and some which are implied**
- ✓ **identify main ideas drawn from more than one paragraph and summarise these**
- identify how language and structure contribute to meaning
- ✓ **retrieve and record some information from non-fiction**
- ✓ **participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

# Working at the expected standard in Year 4

## Word Reading

The pupil can:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Comprehension

The pupil can develop positive attitudes to reading and understanding of what they read.

The pupil can:

- ✓ **listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- read a wide range of books that are structured in different ways and read for a range of purposes
- begin to use more complex dictionaries to check the meaning of many unknown words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally with an appropriate use of story-book language
- ✓ **identify themes and conventions in an increasing range of books**
- prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
- ✓ **discuss many words and phrases that capture the reader's interest and imagination**
- recognise a range of poetic forms [for example, free verse, narrative poetry]

The pupil can understand what they read in books they can read independently.

The pupil can:

- ✓ **check that the text makes sense to them, discussing most of their understanding and explaining the meaning of many words in context, asking questions to improve their understanding of a text**
- ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence**
- ✓ **predict what might happen from details stated and implied**
- ✓ **identify main ideas drawn from more than two paragraphs and summarise these**
- ✓ **identify how language, structure and presentation contribute to meaning**
- ✓ **confidently retrieve and record information from non-fiction**
- ✓ **confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

# Working at the **Wexpected** standard in Year 5

## Word reading

The pupil can:

- ✓ **apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet**

## Comprehension

The pupil maintains positive attitudes to reading and understanding of what they read.

The pupil can:

- ✓ **read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books**
- read books that are structured in different ways and read for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text
- ✓ **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies**
- ✓ **make comparisons within and across books e.g. plot, genre and theme**
- learn a wider range of age appropriate poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

The pupil can understand what they read.

The pupil can:

- ✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**
- ✓ **ask questions to improve their understanding**
- ✓ **with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
- ✓ **predict what might happen from details stated and implied**
- ✓ **with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas**
- ✓ **identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader**
- ✓ **distinguish between statements of fact and opinion**
- ✓ **retrieve, record and present some information from non-fiction**
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views
- ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary to provide reasoned justifications for their view

# Working at the expected standard in Year 6

## Word reading

The pupil can:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

## Comprehension

The pupil maintains positive attitudes to reading and understanding of what they read.

The pupil can:

- ✓ **read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books**
- read books that are structured in different ways and read for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text
- ✓ **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies**
- ✓ **make comparisons within and across books e.g. plot, genre and theme**
- learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

The pupil can understand what they read.

The pupil can:

- ✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**
- ✓ **ask questions to improve their understanding**
- ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
- ✓ **predict what might happen from details stated and implied**
- ✓ **summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas**
- ✓ **identify how language, structure and presentation contribute to meaning**
- ✓ **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**
- ✓ **distinguish between statements of fact and opinion**
- ✓ **retrieve, record and present information from non-fiction**
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views
- ✓ **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using formal notes where necessary**
- ✓ **provide justifications for their views**