



READING End of Year Milestones



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To respond speedily with correct sound for all 40+ phonemes.</p> <p>To blend sounds to read unfamiliar words.</p> <p>To read common exception words.</p> <p>To read words containing –s, -es, -ing, -ed, -er, -est.</p> <p>To read words containing more than one syllable.</p> <p>To read words with contractions.</p> <p>To read aloud and accurately books that are consistent with developing phonic knowledge.</p> <p>To re-read books to build up fluency and confidence in word reading.</p>	<p>To apply phonic knowledge to decode words, embedding automatic decoding and fluent reading.</p> <p>To blend the sounds in words that contain graphemes taught so far.</p> <p>To read accurately words of two or more syllables that contain taught graphemes.</p> <p>To read words containing common suffixes.</p> <p>To read further common exception words.</p> <p>To read most words quickly and accurately without overt sounding and blending.</p> <p>To apply phonic knowledge to decode words, embedding automatic decoding and fluent reading.</p>	<p>To apply 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 met.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To apply 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 met.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Date:</p>	<p>To apply 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 met.</p>	<p>To apply 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 met.</p>

		To reread books to build up fluency and confidence				
<p>Themes and Conventions</p>	<p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Participate in discussion about books, poems and other works that are read to them and those</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Participate in discussion about both books that are read to them and those they</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing 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.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes .</p> <p>Increasing 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.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>

		<p>that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>can read for themselves, taking turns and listening to what others say.</p>	<p>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>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</p>	<p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p> <p>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 courteously.</p>	<p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p> <p>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 courteously.</p>
<p>Making Inferences</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions predicting what might happen on the basis of what has been read so far.</p>	<p>Drawing inferences such as inferring a characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from paragraph, identifying key details that support the main ideas.</p> <p>Provide reasoned justifications for their views. more than one</p>	<p>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>

<p>Comprehension</p>	<p>Discussing word meanings, linking new meanings to those already known.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Asking questions to improve understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Retrieve, record and present information from nonfiction.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>Making comparisons across books</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
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**Language for
Effect**

Recognising and joining in with predictable phrases.

Recognising simple recurring literary language in stories and poetry.

Discussing their favourite words and phrases.

Using a dictionary to check the meaning of words that they have read.

Discussing words and phrases that capture the reader's interest and imagination.

Recognising some different forms of poetry [for example, free verse, narrative poetry].

Identifying main ideas drawn from more than one paragraph and summarising these.

Using dictionaries to check the meaning of words that they have read.

Discussing words and phrases that capture the reader's interest and imagination.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Identifying 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.

Identifying how language, structure and presentation contribute to meaning.