



## READING End of Year Milestones



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in words and recognise words with the same initial sound, such as dog and day.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read shot words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say the sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p>	<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 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</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>

			<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>without overt sounding and blending.</p> <p>To apply phonic knowledge to decode words, embedding automatic decoding and fluent reading.</p> <p>To reread books to build up fluency and confidence.</p>				
<p><b>Fluency</b></p>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in</p>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>Begin to read familiar words "at a glance" (automatic word reading)</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per</p>	<p>Recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency;</p>	<p>Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support.</p> <p>Notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences.</p> <p>Recite whole poems with growing</p>	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Read using appropriate intonation and prosody to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use</p>	<p>Read age appropriate texts fluently and effortlessly to access all curriculum subjects.</p> <p>Learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Notice and respond to punctuation and</p>

	<p>different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To understand simple sentences.</p>	<p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>		<p>minute, in age appropriate texts.</p> <p>Develop early fluency (approx. 90 words per minute by end of KS1 for fluent readers)</p> <p>Build stamina and confidence in reading</p>	<p>Consolidate fluency – accurate, speedy word reading</p>	<p>awareness of the listener.</p> <p>As decoding becomes more secure, become independent, fluent and enthusiastic readers.</p> <p>Read with increasing pace and prosody (expression)</p>	<p>expression accordingly.</p> <p>Read silently and then discuss what they have read.</p> <p>Sight-read all Y3- 4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>phrasing when reading aloud.</p> <p>Gain, maintain and monitor the interest of the listener.</p> <p>Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p> <p>Read silently and then discuss what they have read.</p>
<p><b>Themes and Conventions</b></p>	<p>Listen to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</p>	<p>Listen to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Listen 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>Become very familiar with key stories, fairy stories and traditional tales,</p>	<p>Listen 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>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Listen 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>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Listen 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>Increase their familiarity with a</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes .</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern</p>

			<p>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>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 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</p>	<p>retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books. 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 can read for themselves, taking turns and listening to what others say.</p>	<p>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>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Identify 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</p>	<p>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>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</p>	<p>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>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</p>
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				they read for themselves.		listening to what others say	can read for themselves, building on their own and others' ideas and challenging views courteously.	themselves, building on their own and others' ideas and challenging views courteously.
<b>Making Inferences</b>	<p>Understand 'why questions, like: "Why do you think Jack sold the cow for magic beans?'"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p> <p>Anticipate key events in stories.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p> <p>Begin to predict what might happen from teacher led reading and discussions.</p> <p>Anticipate key events in a story.</p>	<p>Draw 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>Make 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>

<b>Comprehension</b>	Enjoy listening to stories and can remember much of what happens.	Listen to and talk about stories to build familiarity and understanding.	Discussing word meanings, linking new meanings to those already known.	Discussing the sequence of events in books and how items of information are related.	Asking questions to improve understanding of a text	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Making comparisons within and across books.	Making comparisons across books
	Understands 'why' questions, like: 'Why do you think the caterpillar got so fat?'	Retell the story, once they have developed a deep familiarity and understanding.	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Identifying main ideas drawn from more than one paragraph and summarising these.	Asking questions to improve their understanding of a text.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
	Be able to express point of view and debate what they like and dislike, using words and actions.	Listen carefully to rhymes and songs, paying attention to how they sound.	Discussing the significance of the title and events.	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Retrieve and record information from non-fiction.	Asking questions to improve their understanding.	Asking questions to improve their understanding.
	Engage in conversations about stories, learning new vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Making inferences on the basis of what is being said and done.		Retrieve and record information from non-fiction.		Retrieve, record and present information from nonfiction.	Retrieve, record and present information from non-fiction.
		Discuss key events from a story.	Predicting what might happen on the basis of what has been read so far.				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.	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.
			Explain clearly their understanding of what is read to them.					

<b>Retrieval</b>	Children answer simple recall questions verbally about known stories and can retell simple past events.	Children answer simple recall questions verbally about stories using text and pictures.	Children verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.	Children explain their understanding of what they have read themselves by answering simple questions about what has just happened.	Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.
<b>Language for Effect</b>	Use a wider range of vocabulary.  Engage in extended conversations about stories, learning new vocabulary.	Learn new vocabulary.  Use new vocabulary throughout the day.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen to and talk about selected non-fiction to develop a deep	Recognising and joining in with predictable phrases.  Learn new vocabulary.  Use new vocabulary throughout the day.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use new vocabulary in	Recognising simple recurring literary language in stories and poetry.  Use new vocabulary throughout the day.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Discussing their favourite	Using a dictionary and online devices 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 and online devices to check the meaning of words that they have read.  Use new vocabulary throughout the day.  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.  Use new vocabulary throughout the day.  Distinguish between statements of fact and opinion.  Identifying how language, structure and presentation	Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.  Use new vocabulary throughout the day.  Distinguish between statements of fact and opinion.  Identifying how language, structure and presentation

		familiarity with new knowledge and vocabulary.	different contexts.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	words and phrases.			contribute to meaning.	contribute to meaning.
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