



## Reading End of Year Expectations

### Nursery

#### **Listening, attention and understanding**

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

#### **Speaking**

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

#### **Word reading**

##### ***Understand the five key concepts about print:***

- Print has meaning - print can have different purposes.
- We read English text from left to right and from top to bottom.
- The names of the different parts of a book.
- Page sequencing.

#### **Comprehension**

- Engage in extended conversations about stories, learning new vocabulary.

### Reception

#### **Listening, attention and understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.



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- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## **Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Word reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## **Year 1**

### **Word reading**

#### **Phonics and decoding**

- To apply phonic knowledge and skills as the route to decode words.
- To blend sounds in unfamiliar words using the GPCs that they have been taught.
- To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
- To read words containing taught GPCs.
- To read words containing -s, -es, -ing, -ed and -est endings.
- To read words with contractions, e.g. I'm, I'll and we'll.

#### **Fluency**

- 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.
- To reread texts to build up fluency and confidence in word reading.

**Common Exception Words:** To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

### **Comprehension**

#### **Vocabulary**



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- Discussing word meanings, linking new meanings to those already known.
- Draw upon knowledge of vocabulary in order to understand the text.
- Join in with predictable phrases.
- Use vocabulary given by the teacher.
- Discuss his/her favourite words and phrases.

## **Inference**

- Children make basic inferences about characters' feelings by using what they say as evidence.
- Infer basic points with direct reference to the pictures and words in the text.
- Discuss the significance of the title and events.
- Demonstrate simple inference from the text based on what is said and done.

## **Prediction**

- Predicting what might happen on the basis of what has been read so far in terms of story, character and plot.
- Make simple predictions based on the story and on their own life experience.
- Begin to explain these ideas verbally or through pictures.

## **Explanation**

- Give my opinion including likes and dislikes.
- Link what they read or hear to their own experiences.
- Explain clearly my understanding of what has been read to them.
- Express views about events or characters.

## **Retrieval**

- Answer a question about what has just happened in a story.
- Develop their knowledge of retrieval through images.
- Recognise characters, events, titles and information.
- Recognise differences between fiction and non-fiction texts.
- Retrieve information by finding a few key words.
- Contribute ideas and thoughts in discussion.

## **Sequencing**

- Retell familiar stories orally e.g. fairy stories and traditional tales.
- Sequence the events of a story they are familiar with.
- Begin to discuss how events are linked.

## **Year 2**

### **Word reading**

#### **Phonics and decoding**

- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- To read accurately by blending the sounds in words that contain the graphemes taught so far.
- Especially recognising alternative sounds for graphemes.
- To accurately read most words of two or more syllables.
- To read most words containing common suffixes.



## **Fluency**

- To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.
- To reread these books to build up fluency and confidence in word reading.
- To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

**Common Exception Words:** To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

## **Comprehension**

### **Vocabulary**

- Discussing and clarifying the meanings of words; link new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Recognise some recurring language in stories and poems.

### **Inference**

- Make inferences about characters' feelings using what they say and do.
- Infer basic points and begin, with support, to pick up on subtler references.
- Answering and asking questions and modifying answers as the story progresses.
- Use pictures or words to make inferences.

### **Prediction**

- Predicting what might happen on the basis of what has been read in terms of plot, character and language so far.
- Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.

### **Explanation**

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Express my own views about a book or poem.
- Discuss some similarities between books.
- Listen to the opinion of others.

### **Retrieval**

- Independently read and answer simple questions about what they have just read.
- Asking and answering retrieval questions.
- Draw on previously taught knowledge.
- Remember significant event and key information about the text that they have read.
- Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.



## **Sequencing**

- Discuss the sequence of events in books and how items of information are related.
- Retell using a wider variety of story language.
- Order events from the text.
- Begin to discuss how events are linked focusing on the main content of the story.

## **Year 3**

## **Word reading**

### **Phonics and decoding**

- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
- To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.
- To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.

**Common Exception Words:** To begin to read Y3/Y4 exception words.

## **Comprehension**

### **Vocabulary**

- Use dictionaries to check the meaning of words that they have read.
- Discuss words that capture the readers interest or imagination.
- Identify how language choices help build meaning.
- Find the meaning of new words using substitution within a sentence.

### **Inference**

- Children can infer characters' feelings, thoughts and motives from their stated actions.
- Justify inferences by referencing a specific point in the text.
- Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- Make inferences about actions or events.

### **Prediction**

- Justify predictions using evidence from the text.
- Use relevant prior knowledge to make predictions and justify them.
- Use details from the text to form further predictions.

### **Explanation**

- Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.



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- Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.
- Recognise authorial choices and the purpose of these.

## **Retrieval**

- Use contents page and subheadings to locate information.
- Learn the skill of 'skim and scan' to retrieve details.
- Begin to use quotations from the text.
- Retrieve and record information from a fiction text.
- Retrieve information from a non-fiction text.

## **Summarising**

- Identifying main ideas drawn from a key paragraph or page and summarising these.
- Begin to distinguish between the important and less important information in a text.
- Give a brief verbal summary of a story.
- Teachers begin to model how to record summary writing.
- Identify themes from a wide range of books.
- Make simple notes from one source of writing.

## **Year 4**

### **Word reading**

#### **Phonics and decoding**

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.

**Common Exception Words:** To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

### **Comprehension**

#### **Vocabulary**

- Using dictionaries to check the meaning of words that they have read
- Use a thesaurus to find synonyms.
- Discuss why words have been chosen and the effect these have on the reader
- Explain how words can capture the interest of the reader.
- Discuss new and unusual vocabulary and clarify the meaning of these.
- Find the meaning of new words using the context of the sentence.

#### **Inference**

- Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions).
- Infer characters' feelings, thoughts and motives from their stated actions.



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- Consolidate the skill of justifying them using a specific reference point in the text
- Use more than one piece of evidence to justify their answer.

## **Prediction**

- Justify predictions using evidence from the text.
- Use relevant prior knowledge as well as details from the text to form predictions and to justify them.
- Monitor these predictions and compare them with the text as they read on.

## **Explanation**

- Discussing words and phrases that capture the reader's interest and imagination.
- Identifying how language, structure, and presentation contribute to meaning.
- Recognise authorial choices and the purpose of these.

## **Retrieval**

- Confidently skim and scan texts to record details.
- Use relevant quotes to support their answers to questions.
- Retrieve and record information from a fiction or non-fiction text.

## **Summarising**

- Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.
- Identifying main ideas drawn from more than one paragraph.
- Identify themes from a wide range of books.
- Summarise whole paragraphs, chapters or texts.
- Highlight key information and record it in bullet points, diagrams, maps etc.

## Year 5

### **Word reading**

#### **Phonics and decoding**

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.

**Common Exception Words:** To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

### **Comprehension**

#### **Vocabulary**

- Explore the meaning of words in context, confidently using a dictionary.
- Discuss how the author's choice of language impacts the reader.
- Evaluate the authors use of language.



- Investigate alternative word choices that could be made.
- Begin to look at the use of figurative language.
- Use a thesaurus to find synonyms for a larger variety of words.
- Re-write passages using alternative word choices.
- Read around the word and explore its meaning in the broader context of a section or paragraph.

## **Inference**

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Make inferences about actions, feelings, events or states.
- Use figurative language to infer meaning.
- Give one or two pieces of evidence to support the point they are making.
- Begin to draw evidence from more than one place across a text.

## **Prediction**

- Predicting what might happen from details stated and implied.
- Support predictions with relevant evidence from the text.
- Confirm and modify predictions as they read on.

## **Explanation**

- Provide increasingly reasoned justification for my views.
- Recommend books for peers in detail.
- Give reasons for authorial choices.
- Begin to challenge points of view.
- Begin to distinguish between 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.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.

## **Retrieval**

- Confidently skim and scan, and also use the skill of reading before and after to retrieve information.
- Use evidence from across larger sections of text.
- Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.
- Retrieve, record and present information from non-fiction texts.
- Ask my own questions and follow a line of enquiry.

## **Summarising**

- Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.
- Make connections between information across the text and include this in an answer.
- Discuss the themes or conventions from a chapter or text.
- Identify themes across a wide range of writing.





## **Word reading**

### **Phonics and decoding**

- To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

**Common Exception Words:** To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

## **Comprehension**

### **Vocabulary**

- Evaluate how the authors' use of language impacts upon the reader.
- Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
- Discuss how presentation and structure contribute to meaning.
- Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

### **Inference**

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- Make inferences about events, feelings, states backing these up with evidence.
- Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text

### **Prediction**

- Predicting what might happen from details stated and implied.
- Support predictions by using relevant evidence from the text.
- Confirm and modify predictions in light of new information.

### **Explanation**

- Provide increasingly reasoned justification for my views.
- Recommend books for peers in detail.
- Give reasons for authorial choices.
- Begin to challenge points of view.
- Begin to distinguish between 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.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Distinguish between fact, opinion and bias explaining how they know this.



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## **Retrieval**

- Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.
- Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.
- Retrieve, record and present information from a wide variety of non-fiction texts.
- Ask my own questions and follow a line of enquiry.

## **Summarising**

- Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
- Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- Make comparisons across different books.
- Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.