

St Peter and St Paul Catholic school

Whole school end of year expectations for Reading

	EXPECTED STANDARD EYFS <i>Phonetically decodable</i>	EXPECTED STANDARD YEAR 1 <i>Phonetically decodable</i>	EXPECTED STANDARD YEAR 2 <i>Phonetically decodable until secure</i> <i>BOOK BAND: gold- white</i>	EXPECTED STANDARD YEAR 3 <i>BOOK BAND: lime-grey</i>	EXPECTED STANDARD YEAR 4 <i>BOOK BAND: Black</i> <i>FICTION: 80-100+ PAGES</i>	EXPECTED STANDARD YEAR 5 <i>BOOK BAND: Free reader</i> <i>FICTION 100- 200+ PAGES</i>	EXPECTED STANDARD YEAR 6 <i>BOOK BAND: Free reader</i> <i>FICTION 200-300+ PAGES</i>
Reading skills and strategies	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<ul style="list-style-type: none"> Quickly and accurately, sound and blend unfamiliar printed words, polysyllabic words and words with contractions Read aloud phonetically decodable texts (L&S phase 5) 	<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>In age-appropriate books:</p> <ul style="list-style-type: none"> read most words accurately without overt sounding and blending read with sufficient fluency to allow a focus on understanding rather than on decoding individual words Sound out most unfamiliar words accurately, without undue hesitation (L&S phase 5 and Spelling NC patterns Y2) 	<ul style="list-style-type: none"> Read silently, widely and frequently Decode most new words making a good approximation to the word's pronunciation applying knowledge of affixes Use contents pages and indexes to locate information Use dictionaries to check the meaning of words that have been read 	<ul style="list-style-type: none"> Read expressively using punctuation to guide their reading Know what information they need to look for, before they begin to read non-fiction Determine the meaning of new words by applying their knowledge of roots and affixes (year 3 and 4 spelling word list and rules) Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Read expressively using intonation, tone and volume to match to the need within plays and presentations Work out how to pronounce unfamiliar written words with increasing automaticity Check that the book makes sense to them 	<ul style="list-style-type: none"> 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 the context

	<p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>						
<p>Comprehension</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during</p>	<ul style="list-style-type: none"> When questioned, draw on what they already know or from background information and vocabulary provided by the teacher Check that the text makes sense as they read and reread when required Correct inaccurate reading by rereading Discuss the significance of the title and events (<i>from texts they are reading or have read to them</i>) Retell the main events in a story (<i>in the correct sequence or order</i>) 	<p>In a familiar book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> Check it makes sense to them Correct any inaccurate reading Explain what has happened so far in what they have read. Make inferences based on what they have read (in particular the vocabulary used). 	<ul style="list-style-type: none"> Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify themes and conventions in a wide range of books Recognise poetic forms that have been studied and describe differences between them Demonstrate understanding of figurative language, distinguish shades of meaning among related words, and use age-appropriate, academic vocabulary when talking about words and grammatical features Justify views about what has been read (with prompting through questions) 	<ul style="list-style-type: none"> Independently justify views and opinions about what has been read Identify main ideas drawn from more than one paragraph and summarise these accurately Identify themes and conventions in a wide range of books including plays, legends Discuss words and phrases that capture the reader's interest and imagination Begin to draw inferences from what is read Identify how language, structure, and presentation contribute to meaning Find, retrieve and record information from non-fiction independently (<i>e.g.</i> 	<ul style="list-style-type: none"> Explain the purpose of the language, structure and presentation of texts Talk about and discuss new vocabulary Summarise and present a familiar story in their own words with carefully selected vocabulary Begin to recognise themes in narrative (<i>e.g. loss, loneliness, heroism</i>) Compare different characters - identifying similarities and differences that may not be explicitly described Consider different accounts of the same event and discuss viewpoints (<i>both of the</i> 	<ul style="list-style-type: none"> Recommend books that they have read to their peers, giving reasons for their choices Predict what might happen from details stated and implied Make inferences about a characters' feelings, thoughts and motives from their actions, Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Discuss and evaluate how authors use figurative language, and its

	<p>discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Begin to make simple inferences (<i>based on what is said or done in a text</i>)</p>		<ul style="list-style-type: none"> • Ask questions about a text and read on to find the answers 	<p><i>make clear, accurate notes)</i></p>	<p><i>author and of fictional characters), within a text</i></p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction in different ways to suit a particular purpose and audience • Discuss their understanding and explore the meaning of words in context • Ask questions to improve their understanding and read on to discover the answers 	<p>impact on the reader</p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Provide reasoned justifications for their views. • 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
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