



Aim high, believe; Fly high, achieve.

Aspiration - Community - Inclusion - Language

End of Year Expectations in Reading Y1-6

Objectives in black: National Curriculum Statements

Objectives in red: Additional Guidance

EYFS			Word reading	Comprehension (Clarify)	Comprehension (Monitor and Summarise)	Comprehension (Select and Retrieve)	Comprehension (Respond and Explain)	Language for Effect	Themes and Conventions
Autumn			Read sounds: aimst/ nop / bcgh/ defv / Blend sounds into words orally	Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding Respond to ‘tell me what happened’ using ‘then’ to help them sequence a part of a story.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Answer basic retrieval questions e.g. who or where questions. Pick out simple information from books (fiction and non-fiction).	Engage in story times Have a broadened experience of stories and then name stories that they have read and enjoyed.	Learn new vocabulary. Use new vocabulary in different contexts Use key vocabulary (tier 2) in talking about learning.	Understand how to listen carefully and why listening is important
	Spring		Read sounds: aimst/ nop / bcgh/ defv /klru/ jwz/ Blend sounds to read cvc words and short captions	Ask questions about a text being read to them.	Use sequencing words (e.g. first, before) to sequence events when retelling a story. Use what has happened so far in the story to help them predict what could happen next (using their own life experiences). Retell major events of a story in sequence.	Answer questions about characters and setting. To know what a setting is and be able to identify where stories they read are set.	Say what they like about stories that they have read and join in with stories read to them.	Use key vocabulary (tier 2) in talking about learning.	
		Summer - ELG	Say a sound for each letter in the alphabet and 10 digraphs ff,ll,ss,zz,sh,ch,th,ck,ng,qu 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	Ask detailed questions about texts they have read/being ready to them, sharing what interests them.	Retell stories and include key details.	Ask and answer questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Anticipate key events in stories 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 Say what part of the story they like the best and why. -Talk about their favourite stories, comparing them to each other. Make links and connections.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Use story telling language – once upon a time, happily ever after.	

Year 1			Word reading	Comprehension (Clarify)	Comprehension (Monitor and Summarise)	Comprehension (Select and Retrieve)	Comprehension (Respond and Explain)	Inference	Language for Effect	Themes and Conventions
Autumn			Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Understand both the books they can already read accurately and fluently, and those they listen to	Check that the text makes sense to them as they read and correcting inaccurate reading	Participate in discussion about what is read to them, taking turns and listening to what others say	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories	Predict what might happen on the basis of what has been read so far	Recognise and join in with predictable phrases	Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
	Spring		Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Can seek out books around a simple theme or topic	Recall the main points of a narrative in the correct sequence		Explain clearly their understanding of what is read to them	Make inferences on the basis of what is being said and done	Identify how repetitive patterns, words and phrases aid their enjoyment of the text	Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction
		Summer	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Discuss word meanings, linking new meanings to those already known		Find key points in a story or some key facts from an information text	Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.		Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Year 2			Word reading	Comprehension (Clarify)	Comprehension (Monitor and Summarise)	Comprehension (Select and Retrieve)	Comprehension (Respond and Explain)	Inference	Language for Effect	Themes and Conventions
Autumn			Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading	Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail	Answer questions Ask questions Extract information from the text and discuss orally with reference to the text	Participate in discussions 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	Predict what might happen on the basis of what has been read so far and their own experience Make inferences on the basis of what is being said and done	Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
	Spring		Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading	Use the context/ grammar of the sentence to decipher new or unfamiliar words	Discuss the sequence of events in books and how items of information are related	Understand how to use alphabetically ordered texts to retrieve information	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Make simple inferences about characters' thoughts and feelings and reasons for actions	Discuss favourite words and phrases Identify how vocabulary choice affects meaning	Read non-fiction books that are structured in different ways
		Summer	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		Identify or provide own synonyms for specific words within the text					Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

Tear 3			Word reading	Comprehension (Clarify)	Comprehension (Monitor and Summarise)	Comprehension (Select and Retrieve)	Comprehension (Respond and Explain)	Inference	Language for Effect	Themes and Conventions
Autumn			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	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently	Show understanding of the main points drawn from one paragraph	Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination	Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text	Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader	Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction
	Spring			Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Show understanding of the main points drawn from more than one paragraph	Begin to recognise fact and opinion	Begin to use vocabulary from the text to support responses and explanations	Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence	Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them	Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
		Summer				Retrieve and record information from non-fiction Extract information and make notes	Use specific vocabulary and ideas expressed in the text to support own views		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)	

Year 4			Word reading	Comprehension (Clarify)	Comprehension (Monitor and Summarise)	Comprehension (Select and Retrieve)	Comprehension (Respond and Explain)	Inference	Language for Effect	Themes and Conventions
Autumn			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	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context	Identify main ideas drawn from more than one paragraph and summarising these	Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination	Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text	Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader Identify how a range of presentational devices guide the reader in non-fiction	Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)
	Spring			Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text			Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Show understanding through intonation, tone, volume and action when performing poems and play scripts Recognise some different forms of poetry [for example, free verse, narrative poetry]	Identify features that characterise books set in different cultures or historical settings
		Summer					Use specific vocabulary, and ideas expressed in the text, to support own responses	Infer underlying themes and ideas	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)	Make links between texts and to the wider world

Year 5			Word reading	Comprehension (Clarify)	Comprehension (Monitor and Summarise)	Comprehension (Select and Retrieve)	Comprehension (Respond and Explain)	Inference	Language for Effect	Themes and Conventions
Autumn			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	Ask questions to improve their understanding of a text	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Distinguish between statements of fact and opinion and understand why this is important to interpreting the text	Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen	Recommend books that they have read, giving reasons for their choices 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 Provide reasoned justifications for their views	Predict what might happen from details stated and implied Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience	Identify and discuss themes and conventions in a wide range of writing e.g. ‘heroism’ or ‘loss’ Read books that are structured in different ways and read for a range of purposes
	Spring			Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic	Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas	Extract information and make notes using quotations and reference to the text	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 Identify and explain the author’s point of view with reference to the text	Make links between the authors’ use of language and the inferences drawn	Discuss and evaluate the intended impact of the language used with reference to the text	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing
		Summer					Make comparisons within and across books		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)	Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors

Year 6			Word reading	Comprehension (Clarify)	Comprehension (Monitor and Summarise)	Comprehension (Select and Retrieve)	Comprehension (Respond and Explain)	Inference	Language for Effect	Themes and Conventions
Autumn			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	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text 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	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas	Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words	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 Make comparisons within and across books Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer’s purpose	Predict what might happen from details stated and implied Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader	Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books
	Spring				Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources		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	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)	Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate
		Summer						Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)	Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this