

Reading Expectations for Early Years

Birth to 11 months

Enjoys looking at books and other printed material with familiar people.

8 to 20 months

Handles books and printed material with interest.

16 to 26 months

Interested in books and rhymes and may have favourites.

22 to 36 months

Has some favourite stories, rhymes, songs, poems or jingles.

Repeats words or phrases from familiar stories.

Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

30 to 50 months

Enjoys rhyming and rhythmic activities.

Shows awareness of rhyme and alliteration.

Recognises rhythm in spoken words.

Listens to and joins in with stories and poems, one-to-one and also in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to be aware of the way stories are structured.

Suggests how the story might end.

Listens to stories with increasing attention and recall.

Describes main story settings, events and principal characters.

Shows interest in illustrations and print in books and print in the environment.

Recognises familiar words and signs such as own name and advertising logos.

Looks at books independently.

Handles books carefully.

Knows information can be relayed in the form of print.

Holds books the correct way up and turns pages.

Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40 to 60+ months

Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Enjoys an increasing range of books.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Reading Expectations at the end of Year 1

Working towards the expected standard

The pupil can:

Begin to apply phonic knowledge to decode words.

Read some common exception words.

Begin to read with some fluency and understanding of the text.

Start to predict what the text may be about from the front cover or the start of the book.

Show an interest and pleasure in reading.

Begin to apply phonic knowledge to decode words.

Listen to and discusses a range of poems, stories and non-fiction texts.

Recall well known stories and retell them, using predictable and repeating phrases.

Begin to self –correct so that the text makes sense to them.

Begin to explain what they have listened to and explain their ideas.

Working at the expected standard

The pupil can:

Apply phonic knowledge and skills to decode words and respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and –s, –es, –ing, –ed, –er and –est endings.

Read most common exception words in Year 1 list.

Read accurately books that are consistent with their developing phonic knowledge.

Start to make inferences from clues in a book.

Predict what might happen on the basis of what has been read so far.

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently, drawing on what they already know.

Retell traditional stories considering their particular characteristics and recognising and joining in with predictable phrases.

Check sense of reading through self-correcting.

Suggest meaning of unknown words using the context to help.

Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.

Working at greater depth within the expected standard

The pupil can:

Read accurately most words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).

Explain their understanding of what is read to them at a literal level.

Read aloud many words quickly and accurately without overt sounding and blending.

Sound out many unfamiliar words accurately.

Read words with contractions [for example, I'm, I'll, we'll].

In discussion with the teacher, the pupil can:

Answer questions and make simple inferences from the text e.g. how is a character feeling.

Appreciate rhymes and poems, and to recite some by heart.

Reading Expectations at the end of Year 2

Working towards the expected standard

The pupil can:

Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes

Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)

Read many common exception words

In a book closely matched to the GPCs as above, the pupil can:

- Read aloud many words quickly and accurately without overt sounding and blending.
- Sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- Answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

Read accurately most words of two or more syllables.

Read most words containing common suffixes

Read most common exception words

In age-appropriate books, the pupil can:

- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- Check it makes sense to them, correcting any inaccurate reading.
- Answer questions and make some inferences.
- Explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can:

Make inferences, e.g. thoughts and feelings of characters.

Make a plausible prediction about what might happen on the basis of what has been read so far.

Make links between the book they are reading and other books they have read.

Reading Expectations at the end of Year 3

Working towards the expected standard

The pupil can:

Read some common exception words and words with common suffixes from Year 3/4 list.

Start to identify themes and conventions, finding similarities and differences, comparing and contrasting.

Infer finding a point of reference in the text.

Predict what might happen with some accuracy on the basis of what has been read so far.

Able to retrieve and record information from non-fiction texts.

Listen to and discuss a range of reading materials that are structured in different ways.

Make links between the book they are reading and other books they have read.

Check the text makes sense and start to ask questions.

Working at the expected standard

The pupil can:

Compare and contrast texts, identifying similarities and differences.

Draw inferences about characters' thoughts and feelings from their actions using evidence from the text.

Predict what might happen from details stated and implied with increasing accuracy.

Identify main ideas from what has been read and summarise in their own words.

Retrieve and record relevant information from non-fiction texts.

Discuss unfamiliar words that capture their interest and imagination.

Check a text makes sense by confidently asking questions to improve understanding.

Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including non-fiction and fiction poetry.

Read for a range of purposes, for enjoyment and for information and suggest possible meaning.

Working at greater depth within the expected standard

The pupil can:

Infer about characters', thoughts, feelings and actions and find evidence to justify their ideas.

Predict what might happen, confidently using evidence to back up their predictions.

Summarise succinctly what has been read, showing understanding by including main details.

Discuss what has been read whilst starting to take account of the views of others.

Use a dictionary to check for meaning.

Reading Expectations at the end of Year 4

Working towards the expected standard

The pupil can:

Read accurately, using a range of strategies (including phonics), checking for meaning.

Identify themes and conventions in a range of texts by contrasting and comparing content.

Infer about characters', thoughts, feelings and actions and find some evidence to justify their ideas.

Predict what might happen, using relevant evidence to back up their predictions.

Summarise succinctly what has been read, showing understanding and including main details.

Listen attentively, read confidently and discuss what has been read whilst starting to take account of the views of others.

Read accurately, using a range of strategies (including phonics), checking for meaning.

Working at the expected standard

The pupil can:

Identify and summarise main ideas drawn from more than one paragraph.

Identify themes and conventions in a wide range of texts.

Infer characters' feelings, thoughts and motives from their actions, increasingly justifying inferences with appropriate evidence.

Predict what might happen from details stated and implied, with greater accuracy.

Identify how language, structure and presentation contribute to the overall meaning of a text.

Retrieve and record information from non-fiction texts through careful selection.

Use dictionaries confidently to check for meaning.

Explain the meaning and effect of words in a text.

Comment on the effect of figurative language e.g. simile, alliteration etc.

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books, considering the views of others.

Working at greater depth within the expected standard

The pupil can:

Confidently makes predictions about content, plot and characters, from stated details and implied details.

Recognise that language, structures and presentation can affect the reader, for example, persuasion.

Make accurate inferences about plot and characters, from their actions and dialogue with specific evidence to back up their ideas.

Listen attentively, discuss in detail and justify opinions referring to different parts of a text.

Extract information using more than one reference point in a text.

Scan across a whole text to identify several related details or pieces of information.

Reading Expectations at the end of Year 5

Working towards the expected standard

The pupil can:

Confidently make predictions about content, plot and characters, from stated details and implied details.

Recognise how different language, structures and presentations can affect the reader, persuasion, for example.

Make accurate inferences about plot and characters, from their actions and dialogue with specific evidence to back up their ideas

Extract information from more than one paragraph to support a view.

Scan across a whole text to identify several related details or pieces of information.

Working at the expected standard

The pupil can:

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence.

Predict, with accuracy, what might happen from details stated and implied.

Retrieve relevant information from non-fiction with increasing confidence.

Identify how language, structure and presentation contribute to meaning, of a range of genres.

Summarise main ideas, identifying key details and using quotations for illustration.

Start to evaluate how authors use language, including figurative language, considering the impact on the reader.

Make comparisons within and across texts.

Begin to 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.

Read aloud with intonation and fluency that shows understanding of the material.

Work out the meaning of unfamiliar words from the context or using background knowledge.

Working at greater depth within the expected standard

The pupil can:

Show awareness of the author's purpose or view point.

Extract themes and conventions in and across a wide range of writing.

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction.

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.

Start to 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 and provide reasoned justifications for their views.

Ask questions to improve their understanding of more complex texts.

Read an increasingly wide range of books that are structured in different ways and for a range of purposes.

Reading Expectations at the end of Year 6

Working towards the expected standard

The pupil can:

Recommend books to their peers and give reasons for their choices.

Discuss and explain themes and conventions, across a wide range of texts, making comparisons within and across books.

Summarise the main details drawn from more than one paragraph.

Distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction.

Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Start to explain and discuss their understanding of what they have read, including through formal presentations and debates, using notes where necessary and provide reasoned justifications for their views.

Ask questions to improve their understanding.

Read an increasingly wide range of books that are structured in different ways and for a range of purposes.

Working at the expected standard

The pupil can:

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predict what might happen from details stated and implied.

Retrieve relevant information from non-fiction.

Identify how language, structure and presentation contribute to meaning.

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.

Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic whilst providing reasoned justifications for their views.

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.

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.

Working at greater depth within the expected standard

The pupil can:

Recommend books to their peers and give reasons for their choices.

Summarise main ideas, identifying key details and using quotations for illustration from the text.

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

Confidently locate information in a text and use this in different ways.

Read a wide range of books that are structured in different ways confidently making comparisons between them, identifying relevant themes and conventions.

Interpret and analyse a wider range of poetry explaining use and effect of figurative language and the main themes.

Confidently 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 to provide reasoned justifications for their views.