



## Reading

### **NURSERY**

#### **By the end of Nursery children will:**

- 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
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

### **RECEPTION** (End of EYFS colour-coded reading expected standard - Yellow)

#### **By the end of Reception children will:**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

### **Comprehension (ELG)**

- 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.

### **Word Reading (ELG)**

- 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.

## **YEAR ONE** (End of Y1 colour-coded reading expected standard – Orange/Turquoise)

### **By the end of Year 1 children will:**

- be able to read simple texts independently.
- reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.
- begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.
- be able to read their own writing confidently.
- apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense.
- be able to tell someone the main points of what they have read and discuss the significance of events and the title.

## **YEAR TWO** (End of Y2 colour-coded reading expected standard – White/Lime Yellow)

### **By the end of Year 2 children will:**

- be starting to gain control of the reading process.
- link reading to their own experiences.
- be able to read texts increasingly independently.
- make predictions and inferences based on what they have read.
- show interest in a growing range of reading material and branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment.
- read words containing common suffixes and contractions and understand their purpose.
- have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.
- continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy.
- use their improved fluency to enable them to comprehend more of what they are reading.
- reflect on their reading and respond personally to what they have read by drawing on personal connections to the texts.
- evaluate the books they meet and articulate views and preferences, making connections to other texts they have encountered.
- read certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations.
- often re-read favourite books.

### **YEAR THREE** (End of Y3 colour-coded reading expected standard – Lime-Orange/Lime-Red)

#### **By the end of Year 3 children will:**

- read with confidence for more sustained periods, sometimes returning to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently.
- look at larger units of words to help them to decode more effectively and read more fluently.
- show developing confidence in tackling new kinds of texts independently.
- show evidence of growing enthusiasm for a wider range of reading material that they self-select, such as information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts.
- move between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences.
- more confidently express opinions including likes, dislikes and challenges, as well as respond to questions and listen to the views of others.
- ask questions to improve their understanding of a text.
- discuss words and phrases that capture interest and imagination.
- recommend books to their peers, giving reasons for choices.

### **YEAR FOUR** (End of Y4 colour-coded reading expected standard – Silver)

#### **By the end of Year 4 children will:**

- approach familiar texts with confidence but may still need support with unfamiliar materials.
- demonstrate a developing stamina as readers, able to read for longer periods and cope with more demanding texts.
- read silently, increasing their rate of reading.
- use a fuller range of cueing systems, relying less on phonics, and be able to identify larger units such as syllables, using these to decode unknown words.
- use their increased fluency to aid comprehension and allow them to self-correct.
- be confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts.
- use information books and materials for straightforward reference purposes, but may still need help with unfamiliar material.
- evidence their growing understanding of poetry, stories and texts of different sorts through discussion and writing.
- be willing to reflect on reading and often use reading in their own learning.
- be receptive to the views of others and engage in discussions about texts and their impact.
- begin to infer beyond the literal from books and stories read independently.

## **YEAR FIVE** (End of Y5 colour-coded reading expected standard – Sapphire)

### **By the end of Year 5 children will:**

- be self-motivated, confident readers, making choices from a wide range of material and comfortable with reading both silently and aloud to others.
- be able to read a wide range of texts independently and with ease.
- be able to cross-check across a range of cues to ensure comprehension.
- confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.
- be developing strong reading preferences and showing interest in new authors and genres.
- recommend books to others based on their own reading preferences, giving reasons for their choices.
- ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts.
- appreciate nuances and subtleties in text. Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.

## **YEAR SIX** (End of Y6 colour-coded reading expected standard – Magenta)

### **By the end of Year 6 children will:**

- be self-motivated, confident and experienced readers, and may be pursuing particular interests through reading.
- be capable of tackling some demanding texts and can cope well with the reading of the wider curriculum.
- read thoughtfully and appreciate shades of meaning.
- be capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information.
- be able to distinguish between statements of fact and opinion across a range of texts.
- be willing to take on more extended and more challenging texts.
- be fluent and experienced across the wide range of reading demands that exist in the primary classroom.
- make predictions based on details stated and implied.
- with encouragement, be critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.
- comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how these impact on the reader.
- express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.