

Reading End Points

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See Early Learning Goals	<p>In age-appropriate books:</p> <ul style="list-style-type: none"> -listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently link what they read or hear read to their own experiences -become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognise and join in with predictable phrases -learn to appreciate rhymes and poems, and recite some by heart -discuss word meanings, linking new meanings to those already known <p>In age-related books:</p> <ul style="list-style-type: none"> -read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes -read most words containing common Year 1 suffixes -read most Year 1 common exception words -read words with contractions [for example, I'm, I'll, we'll], and 	<p>In age-appropriate books:</p> <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 -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 -discuss the sequence of events in books and how items of information are related -become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -use non-fiction books that are structured in different ways -recognise simple recurring literary language in stories and poetry -discuss and clarify the meanings of words, linking new meanings to known vocabulary -discuss their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these 	<p>In age-appropriate books:</p> <ul style="list-style-type: none"> -read most words accurately without overt sounding and blending -read sufficiently fluently to allow me to focus on my understanding rather than on decoding individual words -read aloud with intonation that shows my understanding -read many words outside my spoken vocabulary, making a good approximation to the word's pronunciation -check that the text makes sense to me, correcting any inaccurate reading when it gets difficult -make a plausible prediction about what might happen on the basis of what has been read so far -summarise main ideas from what has been read -retrieve information from non-fiction -draw inferences and begin to justify my opinions through discussion 	<p>In age-appropriate books:</p> <ul style="list-style-type: none"> -read aloud fluently with intonation that shows understanding -read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation -check that the text makes sense, correcting when meaning is lost -make plausible predictions about what might happen on the basis of what has been read so far -summarise main ideas providing key details -retrieve information from non-fiction -draw inferences and justify their opinions through discussions -make links between the book I am reading and other books I have read 	<p>In age-appropriate books:</p> <ul style="list-style-type: none"> -read aloud with intonation that shows understanding -apply their knowledge of root words, prefixes and suffixes (morphology & etymology) and use the context to work out the meaning of words, checking that the text makes sense -read age-appropriate books with confidence and fluency (including whole novels) -predict what might happen from details stated and implied -summarise main ideas identifying key details retrieve, record and present information from non-fiction -explain and discuss their understanding of what I have read, drawing inferences and justifying these with evidence -make comparisons between the book they are reading and other books I have read evaluate how authors use language, beginning to consider the impact on the reader 	<p>In age-appropriate books:</p> <ul style="list-style-type: none"> -read a wide range of age-appropriate books with confidence and fluency (including whole novels) -read aloud with intonation that shows understanding -apply my knowledge of root words, prefixes and suffixes (morphology & etymology) and use the context to work out the meaning of words, checking that the text makes sense -explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence -summarise the main ideas happen from details stated and implied -retrieve, record and present information from non-fiction -summarise the main ideas, drawn from more than one paragraph identifying key details that support them -evaluate how authors use language, including figurative language, considering the impact on the reader -make comparisons within and across books

	<p>understand that the apostrophe represents the omitted letter(s)</p> <p>-read most words accurately without frequent overt sounding and blending read sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>-sound out most unfamiliar words accurately</p> <p>In a book they can read fluently:</p> <p>-check that it makes sense, correcting most inaccurate reading</p> <p>-answer questions and make some inferences</p> <p>-join in discussions about what has happened so far in what they have read</p>	<p>and reciting some, with appropriate intonation to make the meaning clear</p> <p>In age-appropriate books:</p> <p>-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</p> <p>-sound out most unfamiliar words accurately, without undue hesitation</p> <p>In a book they can read fluently:</p> <p>-check that it makes sense to them, correcting any inaccurate reading</p> <p>-answer questions and make some inferences</p> <p>-explain what has happened so far in what they have read</p>				<p>-participates in discussions about books that are read to them and those that are read independently</p>
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