



End point(s)	End of Early years	End of key stage 1	End of Lower key stage 2	End of Upper key stage 2
<p>1. To use their taught phonic knowledge to decode words to develop reading independently.</p>	<p>Says a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>reads words consistent with their phonic knowledge by sound-blending.</p> <p>Reads aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Reads some common exception words.</p>	<p>Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Reads accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Reads words containing common suffixes.</p> <p>Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet.</p> <p>Reads further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Knows an extending range of homophones or near homophones.</p> <p>Reads accurately the year groups keywords.</p>	<p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet.</p> <p>Gains further knowledge of homophones and other words that are often confused.</p> <p>Reads accurately words with silent letters whose presence cannot be predicted by the pronunciation of the word.</p>

		<p>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-reads books to build up their fluency and confidence in word reading.</p>		
<p>2. To read and listen to a range of age-appropriate texts with fluency, expression and accuracy.</p>	<p>Listens 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>Makes comments about what they have heard and ask questions to clarify their understanding.</p> <p>Develops ‘favourite’ books some of which they can recite refrains and retell orally.</p> <p>Develops awareness of reading for a purpose e.g. to find out new information.</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>	<p>Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing 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,</p> <p>Discusses the sequence of events in books and how items of information are related.</p> <p>Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Introduced to non-fiction books that are structured in different ways.</p> <p>Recognises simple recurring literary language in stories and poetry.</p>	<p>Develops positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and textbooks.</p> <p>Reads books that are structured in different ways and reading for a range of purposes.</p> <p>Uses dictionaries to check the meaning of words that they have read</p> <p>Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifies themes and conventions in a wide range of books.</p> <p>Prepares poems and play scripts to read aloud and to perform, improve intonation, tone and volume.</p>	<p>Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>Reads books that are structured in different ways and reading for a range of purposes.</p> <p>Increases their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommends books that they have read to their peers, giving reasons for their choices.</p> <p>Identifies and discusses themes and conventions in and across a wide range of writing.</p>

	<p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipates – where appropriate – key events in stories.</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Discusses and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discusses their favourite words and phrases that capture the reader’s interest and imagination.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Checks that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Uses dictionaries to check the meaning of words that they have read.</p> <p>Understands books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Discusses words and phrases that capture the reader’s interest and imagination.</p> <p>Recognises some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Asks questions to improve their understanding of a text.</p> <p>Predicts what might happen from details stated and implied</p> <p>Understands what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifies main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifies how language, structure, and presentation contribute to meaning.</p> <p>Retrieves and records information from non-fiction.</p>	<p>Makes comparisons within and across books.</p> <p>Learns a wider range of poetry by heart.</p> <p>Prepares poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Identifies how language, structure and presentation contribute to meaning.</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understands what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context and asking questions to improve their understanding.</p> <p>Draws inferences such as inferring characters’ feelings, thoughts and motives, from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied justifying inferences with evidence.</p>
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Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)