



Beenham Primary School Year Group Reading Expectations



Decoding

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children: say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Children: apply phonic knowledge to decode words</p> <p>can speedily read all 40+ letters/groups for 40+ phonemes</p> <p>can read accurately by blending taught GPC</p> <p>can read common exception words -read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>can read multisyllable words containing taught GPCs</p> <p>can read contractions and understanding use of apostrophe</p> <p>can read aloud phonically-decodable texts</p>	<p>Children: have secure phonic decoding until reading is fluent</p> <p>can read accurately by blending, including alternative sounds for graphemes</p> <p>can read multisyllable words containing these graphemes</p> <p>can read common suffixes</p> <p>can read exception words, noting unusual correspondences</p> <p>can read most words quickly & accurately without overt sounding and blending</p>	<p>Children: apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Children: apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Children: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Children: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

Range of Reading

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>enjoy an increasing range of books</p>	<p>listen to and discuss a wide range of poems, stories including key stories, fairy stories and traditional tales and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to, discuss and express views about a wide range of contemporary and classic poetry, stories becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales and</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retells some of these orally</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retells some of these orally</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from</p>

	become familiar	nonfiction at a level beyond that at which they can read independently	read books that are structured in different ways and read for a range of purposes identify themes and conventions in a wide range of books	read books that are structured in different ways and read for a range of purposes identify themes and conventions in a wide range of books	other cultures and traditions read books that are structured in different ways and read for a range of purposes make comparisons within and across books identify and discuss themes and conventions in and across a wide range of writing	other cultures and traditions read books that are structured in different ways and read for a range of purposes make comparisons within and across books identify and discuss themes and conventions in and across a wide range of writing
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Comprehension and Understanding						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>can relate reading to own experiences</p> <p>can re-tell with considerable accuracy</p> <p>can draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>discuss word meanings, link new meanings to those already known</p> <p>can check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>discuss the sequence of main events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>discuss and clarify the meanings of words, links new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>check that the text makes sense to them as they read and corrects inaccurate reading</p>	<p>check that the text makes sense to them, discusses their understanding and explains the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>can use dictionaries to check the meaning of words that they have read</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>comment on the way characters relate to one another.</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>can use dictionaries to check the meaning of words that they have read</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas</p>

Prediction, Inference and Deduction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
anticipate – where appropriate – key events in stories	discuss the significance of the title and events	make inferences on the basis of what is being said and done	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
describe main story settings, events and principal characters	make inferences on the basis of what is being said and done	answer and ask questions				
suggest how a story might end	predicts what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied

Authorial Intent

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			discuss words and phrases that capture the reader's interest and imagination	discuss words and phrases that capture the reader's interest and imagination	identify how language, structure and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning
			identify how language, structure, and presentation contribute to meaning	identify how language, structure, and presentation contribute to meaning	discuss and evaluate how authors use language, including figurative language, consider the impact on the reader	discuss and evaluate how authors use language, including figurative language, consider the impact on the reader

Discussing Reading

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Demonstrate understanding when talking with others about what they have read.	participate in discussions about what is read to them, take turns and listen to what others say	participate in discussions about books, poems & other works that are read to them & those that they can read for themselves, take turns and listen to what others say	participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say	Participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say	participate in discussions about books, builds on their own and others' ideas and challenges views courteously	recommend books that they have read to their peers, give reasons for their choices
	explain clearly their understanding of what is read to them	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		recommend books that they have read to their peers, give reasons for their choices	explain and discuss their understanding of what they have read, including through formal presentations and debates	participate in discussions about books, builds on their own and others' ideas and challenge views courteously
					provide reasoned justifications for their views	explain and discuss their understanding of what they have read, including through formal presentations and debates

						provide reasoned justifications for their views
Poetry & Performance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
listen to and join in with stories and poems	<p>read aloud with pace & expression, i.e. pauses at full stops, raises voice for questions</p> <p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>use commas, question marks and exclamation marks to vary expression</p> <p>read aloud with expression and intonation.</p> <p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>recognise how commas are used to give more meaning</p> <p>prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>use appropriate voices for characters within a story</p> <p>prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>vary voice for direct or indirect speech</p> <p>learn a wider range of poetry by heart</p> <p>prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>appreciate how a set of sentences has been arranged to create maximum effect</p> <p>learn a wider range of poetry by heart</p> <p>prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
Non-fiction						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know that information can be retrieved from books and computers.	are introduced to non-fiction books that are structured in different ways	<p>Know the difference between fiction and non-fiction texts.</p> <p>use content and index to locate information.</p>	retrieve (including skim and scan) and record information from non-fiction	retrieve (including skim and scan) and record information from non-fiction	<p>distinguish between statements of fact and opinion</p> <p>retrieve (including skim and scan), record and present information from non-fiction</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve (including skim and scan) record and present information from non-fiction</p>