



Reading Milestones

Reading - EYFS 30-50m

Reading

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.

Reading - EYFS 40-60m

Reading

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.

Knows that information can be retrieved from books and computers.

Reading - EYFS ELG

Reading

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.

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. (ELG EXC)

They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. (ELG EXC)

They can describe the main events in the simple stories they have read. (ELG EXC)

Reading – pre key stage 1 criteria

English

Pupils encounter activities and experiences. (P1 i)

They may be passive or resistant. (P1 i)

They may show simple reflex responses, [for example, startling at sudden noises or movements] (P1 i)

Any participation is fully prompted. (P1 i)

Pupils show emerging awareness of activities and experiences. (P1 ii)

They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, attending briefly to interactions with a familiar person] (P1 ii)

They may give intermittent reactions [for example, sometimes becoming excited in the midst of social activity]. (P1 ii)

Pupils begin to respond consistently to familiar people, events and objects. (P2 i)

They react to new activities and experiences [for example, withholding their attention] (P2 i)

They begin to show interest in people, events and objects [for example, smiling at familiar people] (P2 i)

They accept and engage in coactive exploration [for example, focusing their attention on sensory aspects of stories or rhymes when prompted]. (P2 i)

Pupils begin to be proactive in their interactions. (P2 ii)

They communicate consistent preferences and affective responses [for example, reaching out to a favourite person] (P2 ii)

They recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor] (P2 ii)

They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues] (P2 ii)

They cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions and facial expressions]. (P2 ii)

Pupils begin to communicate intentionally. (P3 i)

They seek attention through eye contact, gesture or action. (P3 i)

They request events or activities [for example, pointing to key objects or people] (P3 i)

They participate in shared activities with less support. They sustain concentration for short periods. (P3 i)

They explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events] (P3 i)

They observe the results of their own actions with interest [for example, listening to their own vocalisations] (P3 i)

They remember learned responses over more extended periods [for example, following the sequence of a familiar daily routine and responding appropriately]. (P3 i)

Pupils use emerging conventional communication. (P3 ii)

They greet known people and may initiate interactions and activities [for example, prompting another person to join in with an interactive sequence]. (P3 ii)

They can remember learned responses over increasing periods of time and may anticipate known events [for example, pre-empting sounds or actions in familiar poems] (P3 ii)

They may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads] (P3 ii)

They actively explore objects and events for more extended periods [for example, turning the pages in a book shared with another person] (P3 ii)

They apply potential solutions systematically to problems [for example, bringing an object to an adult in order to request a new activity]. (P3 ii)

Reading – pre key stage 1 criteria

Reading

Pupils listen and respond to familiar rhymes and stories. (P4)

They show some understanding of how books work [for example, turning pages and holding the book the right way up]. (P4)

Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them (P5)

They match objects to pictures and symbols [for example choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child] (P5)

They show curiosity about content at a simple level [for example, they may answer basic two key-word questions about a story]. (P5)

Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary [for example, name, people, objects or actions]. (P6)

They match letters and short words. (P6)

Pupils show an interest in the activity of reading. (P7)

They predict elements of a narrative [for example, when the adult stops reading, pupils fill in the missing word] (P7)

They distinguish between print or symbols and pictures in texts. They understand the conventions of reading [for example, following text left to right, top to bottom and page following page] (P7)

They know that their name is made up of letters. (P7)

Pupils understand that words, symbols and pictures convey meaning. (P8)

They recognise or read a growing repertoire of familiar words or symbols, including their own names. (P8)

They recognise at least half the letters of the alphabet by shape, name or sound. (P8)

They associate sounds with patterns in rhymes, with syllables, and with words or symbols. (P8)

Reading - EAL 1

To read words accurately

Hears and says initial sounds in 1st language of names of objects in books.

Hears and says initial sounds in English of names of objects in books.

Hears and says the initial sounds in words.

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

To understand texts

Looks at books and identifies objects that they know in 1st language.

Looks at books and identifies objects that they know in English.

Joins in with repeated phrases and anticipates key events and phrases in rhymes and stories in 1st language.

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

Reading - EAL 2

To read words accurately

Identifies some letters of the alphabet by shape and sound.

Matches some letters and sounds in 1st language.

Matches some letters and sounds in English.

Is able to link names and sounds to at least half of the letters in Phase 2.

Is able to orally segment sounds in simple words and blend them together and knows which letters represent some of them eg letters in own name.
To understand texts
Is able to discuss events in books linked to their own life experiences, in 1st language.
Is able to discuss events in books linked to their own life experiences, in English.

Reading - EAL 3
To read words accurately
Is able to apply their Phase 2 phonic knowledge to read simple words.
Is able to read the common irregular (tricky) words at Phase 2.
Recognise their names and familiar words.
To understand texts
Begins to find information in response to a simple question in 1st language.
Begins to find information in response to a simple question in English.
With support is able to make predictions as to what might happen in books (when read or listened to), in 1st language.
With support is able to make predictions as to what might happen in books (when read or listened to), in English.

Reading - EAL 4
To read words accurately
Is able to apply their Phase 2 & 3 phonic knowledge to read regular words.
Is able to read some common irregular (tricky) words at Phase 3.
Is able to read simple sentences.
Begins to read familiar text with some fluency, taking account of punctuation (stopping at full stops to create phrasing) - (may be decoding without understanding)
Reads words and phrases they have learned in different curriculum areas.
Can read back own writing.
To understand texts
Is able to understand simple sentences - can explain in 1st language.
Is able to understand simple sentences - can explain in English.
Can demonstrate understanding when talking with others about what they have read in 1st language.
Can demonstrate understanding when talking with others about what they have read in English.

Reading - Y1

Word Reading

Use phonics to decode familiar and unfamiliar words.

Quickly read all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read more than half Y1/2 common exception words (red) ,

Read words containing the following endings: -s, -es, -ing, -ed, -er and -est

Read words with more than one syllable containing the letter patterns they have been taught in Y1

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

Fluently read books aloud, accurately which contain letter sounds they have been taught in Y1

Comprehension

Motivated and reads for pleasure

To listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.

To listen to and discuss a range stories at a level beyond that at which they can read independently.

To listen to and discuss a range of non-fiction at a level beyond that at which they can read independently.

To be able to link what they read or hear read to their own experiences.

To demonstrate familiarity with key stories, fairy stories and traditional tales, retelling the main parts and considering their particular characteristics.

To recognise and join in with predictable phrases.

To enjoy rhymes and poems, and to recite some by heart.

To discuss new words found in texts

Understand books and texts by drawing on what they already know or on background information and vocabulary provided by the teacher.

Check that the text makes sense to them as they read, correcting inaccurate reading. (when prompted)

To discuss the significance of the title and events.

To make simple inferences on the basis of what is being said and done. (e.g how a character is feeling) with support.

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

Participate in discussion about reading, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Reading - Y2

Word Reading

Decoding has become embedded and reading is fluent.

Read accurately using blending, especially recognising alternative sounds for graphemes.

Read accurately words of two or more syllables that contain the same graphemes as above.

Read words containing common suffixes. (-ment, -less, -ness, -ful, -ly, -tion)

Read all red words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read most familiar words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending,

Fluently read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation.

Comprehension

To listen to, discuss and express views about a wide range of contemporary and classic poetry

To listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently.

To be very familiar with and be able to retell a wider range of stories, fairy stories and traditional tales from memory, using some detail and key phrases from the text.

To listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently.

To understand and discuss the sequence of events in books and how information is related.

To experience non-fiction books that are structured in different ways.

To recognise familiar patterns of language recurring in stories and poetry.

To discuss their favourite words and phrases.

To discuss word meanings, linking new meanings to those already known.

To build up a repertoire of poems learnt by heart, and reciting some, with appropriate intonation to make the meaning clear.

To check that the text makes sense to them as they read and self-correcting inaccurate reading.

To make inferences on the basis of what is being said and done.

To answer and ask questions about the texts they read and listen to

To make sensible predictions about what might happen on the basis of what has been read so far.

Make thoughtful contributions in discussions about reading taking turns and listening to what others say.

Explain and discuss their understanding of texts that they have read for themselves.

Reading - Y3

Word Reading

Know what a root word is and is able to identify a root word.

To understand the meaning of any 6 of the following prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)

To read aloud any of the following suffixes (-ation, -ly, -ous, -sure, -ture, -sion, -tion, -sion, -ssion, -cian,)

Read the large majority of further exception words (See Year 3/4 orange words)

Comprehension

To have a positive attitudes to reading

To read a range of fiction (Adventure, fairy tales, traditional tales, fables, myths & legends) and playscripts

To read a range of non-fiction (diaries, letters, websites, cookbooks, instructions) and reference books.

To read a range of poetry (shape poems, acrostic, narrative, rhyming, free verse)

To be able to identify themes and conventions in traditional and fairy tales (e.g. the use of magical devices in fairy stories & folk tales), playscripts, diaries, letters, websites, cookbooks, instructions and reference books

To be able to retell some fiction genres orally (fairy tales, traditional tales, myths and legends)

To identify (with support) words and phrases that capture the reader's interest and imagination.

To use dictionaries (with support) to check the meaning of words that they have read or are unsure of.

To attempt to explain the meaning of words in context

To understand what they read (in books they can read independently), re-reading when the text does not make sense to them,

To ask simple questions to improve their understanding of a text.

To draw simple inferences (e.g. inferring characters' feelings, thoughts and motives from their actions) from the clues in the text.

To predict what might happen next from clues in the text.

To retrieve and record information from non-fiction.

To identify the main idea(s) drawn from at least one paragraph and to summarising these.

To understand and explain how the layout and structure adds to the effectiveness of a text

To understand and explain why a writer has used a particular word.

To use drama to explore a range of text types

To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

To identify some different forms of poetry (See earlier objective)

Actively participates in discussion about books, taking turns and listening to what others say.

Reading -Y4

Word Reading

To understand the meaning of all of the following: prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)

To read aloud any of the following suffixes (-ation, -ly, -ous, -sure, -ture, -sion, -tion, -sion, -ssion, -cian,) and understand the effect they have on a word (e.g. turning a verb into a noun)

Read all further exception words (See Year 3/4 orange words)

To understand the meaning of homophones and give examples (See Year 3/4 spelling section of NC)

Comprehension

To read a range of fiction (Adventure, traditional tales, fables, myths & legends, modern classic fiction) and playscripts,

To read a range of poetry (haikus, cinquains, word puns, alphabet poems, performance poetry),

To read a range of non-fiction (diaries, letters, websites, cookbooks, blogs & leaflets) and reference books.

To be able to identify themes and conventions in fiction genres (e.g. triumph of good over evil), playscripts, diaries, letters, websites, cookbooks, leaflets and reference books

To independently identify words and phrases that capture the reader's interest and imagination.

To independently use dictionaries and glossaries to check the meaning of words that they have read or are unsure of.

To use clues (such as root word) to explain the meaning of words in context

To ask a range of questions to improve their understanding of a text. (E.g. who, where, why, when, what, how etc)

To draw increasingly complex inferences (e.g. inferring characters' feelings and thoughts from their actions and speech) from the clues in the text.

To justify inferences with evidence from the text.

To retrieve and record information from non-linear texts (web-pages, information books, non-chronological report, adverts)

To use evidence from the text to support my views

To identify the main idea(s) drawn from several paragraphs and to summarise these.

To understand and explain how the layout and structure adds to the effectiveness of a text

To understand and explain why a writer has used figurative language (words and phrases)

To identify some different forms of poetry [haikus, cinquains, word puns, alphabet poems, performance poetry].

Actively participate in discussion about books they have read themselves, taking turns and listening to what others say.

Reading - Y5

Word Reading

To begin to find out about the origins/etymology of language to understand the meaning of new words that they meet.

To accurately decode half of the words with the following endings: (-cious, -tious, -tial, -cial, -ant, -ent, -ance, -ence, -ancy, -ency, -able, -ible, -ably, -ibly, -fer) through the teaching of phonics

To read the large majority of further exception words (See Year 5/6 orange words)

To understand the meaning of homophones and give examples (See Year 5/6 spelling section of NC)

Comprehension

Demonstrate positive attitudes to reading by reading regularly and to read for a range of purposes.

To be familiar with a wide range of books, including myths, legends and traditional stories (including books/stories from other cultures and traditions, fantasy and sci-fi and.

To be able to recommend books that they have read, to their peers, giving reasons for their choices.

To make comparisons within and across books.

To be able to identify themes and conventions in myths, legends and traditional stories, fantasy, sci-fi, adverts, reports, balanced arguments and blogs.

To learn three different types of poems by heart.

To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

To identify why the author has chosen particular words and phrases, and describe their effects

Discuss and evaluate how authors use language, including figurative language (similes, metaphors, personification), considering the impact on the reader

To draw inferences about characters' feelings, thoughts and motives from their actions and speech.

To predict what might happen from details stated and implied.

To use evidence from the text to back up ideas about inferences and predictions.

To summarise the main ideas within a text.

To explain how the presentation of a text contributes to its meaning.

Provide reasoned justifications for their views.

Distinguish between fact and opinion

To discuss ideas about texts, challenging others' views courteously

Take part in presentations to discuss their understanding of a text, (using notes where necessary)

Reading -Y6

Word Reading

To articulate/explain the origins/etymology of language to understand the meaning of new words that they meet.

To accurately decode all words with the following endings: (-cious, -tious, -tial, -cial, -ant, -ent, -ance, -ence, -ancy, -ency, -able, -ible, -ably, -ibly, -fer) through the teaching of phonics

To read all further exception words (See Year 5/6 orange words)

To work out the meaning of words from the context of the sentence.

Comprehension

Demonstrate continued positive attitudes to reading by reading age-appropriate books regularly and to read for a range of purposes.

To be familiar with a wide range of books, including: modern fiction, classic fiction, historical fiction and mystery.

To be able to recommend books that they have read, to a wide audience giving reasons for their choices.

To make comparisons of themes within and across stories and poetry.

To be able to identify and discuss themes and conventions in modern fiction, classic fiction, historical fiction and mystery, adverts, reports, balanced arguments and blogs.

To learn three classic poems by heart.

To read aloud showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

To describe in detail how an author uses appropriate vocabulary and effective language and comment on their effect.

To draw inferences about the writers' feelings, thoughts and motives from the language they use.

To explain the writer's purpose and viewpoint, offering a range of evidence and identifying how this affects the reader.

To use specific evidence (to include quotations) from the text to back up ideas about inferences and predictions.

To concisely summarise the main ideas within a text.

To explain how the presentation of a text contributes to its meaning.

To justify my ideas about a text when challenged by alternative views.

Take part in debates to discuss their understanding of a text, (using notes if necessary)