

Reading Minimum end of year expectations

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Decoding/ Phonics	First set speed sounds. Begin set 2. Blend cvc words 50+ High Frequency Words Ditties completed and working in Green/Purple books	Secure in sets 1, 2 and 3 Sounds blending new words Know letter names Working in Yellow Read, Write, Inc. books Secure 100+ High Frequency words. Working in next 200.	Secure in reading set 1,2 and 3 sounds without sounding out. Secure 200+ High Frequency words Completed RWI Grey level books				
Patterns and Rhymes	Identify rhymes and alliteration. Join in with rhyming patterns.	Identify which words appear again and again.					
Comprehension and Understanding	Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read.	Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.	Reads ahead to help with fluency & expression. Comments on plot, setting & characters in familiar & unfamiliar stories. Recounts main themes & events. Comments on structure of the text.	Comments on the way characters relate to one another. Knows which words are essential in a sentence to retain meaning.	Give a personal point of view on a text. Can re-explain a text with confidence.	Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare between two texts. Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event.	Refers to text to support opinions and predictions. Gives a view about choice of vocabulary, structure etc. Distinguish between fact & opinion.
Prediction, inference & deduction	Make basic predictions.	Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.		Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.	Justify inferences with evidence, predicting what might happen from details stated or implied.	Draw inferences and justify with evidence from the text.	
Intonation and Expression		Reads with pace & expression, i.e. pause at full stop; raise voice for question.	Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation.	Recognise how commas are used to give more meaning.	Use appropriate voices for characters within a story.	Varies voice for direct or indirect speech.	Appreciates how a set of sentences has been arranged to create maximum effect.
Grammatical Features	Identify start and end of a sentence.		Recognise: - speech marks - contractions Identify past/present tense.	Recognise: - plurals - pronouns and how used - collective nouns - adverbs Can explain the difference that adjectives and verbs make.	Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.	Recognise: - clauses within sentences	Recognise: - complex sentences
Research		Knows difference between fiction and non-fiction texts.	Use content and index to locate information.		Skims & scans to locate information and/or answer a question.	Uses more than one source when carrying out research. Creates set of notes to summarise what has been read.	Skims and scans to aide note-taking.

A structured phonics approach called Read, Write, Inc is used daily from Reception to Year 2. A broad range of reading books and texts are used for Home and Guided Reading.