

Highlighted statements are the Ready to progress statements as starred on Arbor

Reading Objectives						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>49-54 Months - Word Reading Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words.</p>	<p>I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>I can read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes, especially recognising alternative sounds for graphemes (Expected if completed RWI)</p>	<p>I can determine the meaning of new words by sometimes applying morphological knowledge of root words, prefixes and suffixes (e.g. forgetting, angrily, supermarket, disagree, misbehave, incorrect)</p>	<p>I can determine the meaning of new words by sometimes applying morphological knowledge of root words, prefixes and suffixes (e.g. information, invasion, enclosure, mountainous)</p>	<p>I can determine the meaning of new words by applying morphological knowledge of root words, prefixes and suffixes (e.g. suspect/suspicious, change/changeable, receive/reception)</p>	<p>I can determine the meaning of new words by applying morphological knowledge of root words, prefixes and suffixes (e.g. ambitious, infectious, observation, innocence)</p>
<p>49-54 Months - Comprehension Will request favourite rhymes, poems, fiction or non fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.</p>	<p>I can apply phonic knowledge and skills to decode words (Expected-completed RWI C)</p>	<p>I can read accurately words of two syllables that contain the graphemes taught so far (Exceeding- words of more than two syllables)</p>	<p>I can read most common exception words by sight, including all those in the year 2 word list.</p>	<p>I can read most common exception words effortlessly, noting unusual correspondence between spelling and sound (See NC common exception word list)</p>	<p>I can read and discuss an increasingly wide range of fiction, answering questions using evidence from the text.</p>	<p>I can make comparisons within and across books (e.g. recognising themes such as loss or heroism)</p>
<p>55-60 Months - Word Reading Links sounds to letters when segmenting and blending CVC words.</p>	<p>I can read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences that have been taught (Expected=completed RWI D)</p>	<p>I can read most words containing common suffixes e.g. -ment, -ful, -less, -ly</p>	<p>I can identify themes and conventions in a range of books (e.g. identify a theme of 'journeys'; recognise conventions of a fairy story or play)</p>	<p>I can identify themes and conventions in books (e.g. a theme of recycling or leisure activities; recognise conventions of a myth or play-script)</p>	<p>I can make comparisons within and across books</p>	<p>I can 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</p>
<p>55-60 Months - Comprehension Talks about what they have read showing some understanding, drawing on new vocabulary. Demonstrates emotional engagement with the content. Will retell stories and poems in their play using vocabulary acquired from their reading experiences.</p>	<p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Expected-can read most RWI Key Words D-Purple to G-Yellow)</p>	<p>I can read most common exception words, noting unusual correspondences between spelling and sound where these occur in the word (Can read RWI Key Words: H, I, 2a)</p>	<p>I can identify main ideas drawn from a paragraph and summarise these</p>	<p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</p>	<p>I can 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</p>	<p>I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</p>
<p>61-66 Months - Word Reading Uses phonic knowledge to</p>	<p>I can read words containing taught Grapheme Phoneme Correspondences and –s,</p>	<p>I can read most words accurately, without overt sounding and blending,</p>	<p>I can explain and discuss my understanding of the text (e.g. describe a sequence of</p>	<p>I can explain and discuss my understanding of the text (e.g. describe a sequence of</p>	<p>I can discuss my understanding of the meanings of words in context,</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from</p>

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decode regular words, reading them aloud accurately. Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words.	-es, -ing, -ed, -er and -est endings	focusing on understanding rather than decoding (Approximately 90 words per minute as an indication)	events; explain who was there)	events; the way a character changes, the different ways to make a cake)	finding other words which are similar	their actions, and justifying inferences with evidence
61-66 Months - Comprehension Reads and understands simple sentences. Able to anticipate key events in stories. Will select a book to share or read for own pleasure and may show preference for theme, particular characters or familiar authors.	I can read other words of more than one syllable that contain taught GPCs (Expected-Completed RWI G)	I can sound out most unfamiliar words accurately, automatically and without undue hesitation	I can draw inferences and justify them with evidence, such as a character's thoughts, feelings or motive, from their actions or words.	I can draw inferences and justify them with evidence, such as a character's thoughts, feelings or motive, from their actions or words	I can draw inferences and justify them with evidence, such as explaining how a character's feelings have changed and how I know	I can compare characters in a text, considering different accounts of the same event and discuss viewpoints
ELG- Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	I can read aloud accurately books that are consistent with my phonic knowledge and that do not require me to use other strategies to work out words	I can check that the text makes sense as I read and correct inaccurate reading	I can predict what might happen next.	I can predict what might happen from details stated and implied	I can compare characters or settings in a text	I can predict what might happen from details stated and implied
ELG - Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	I can check that the text makes sense to me as I read and correct inaccurate reading	I can explain what has happened so far in what I have read	Discuss words and phrases that capture the readers' interest and imagination	I can find the main idea from one paragraph, and summarise it	I can predict what might happen from details stated and implied	I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
67+ Months - Word Reading Uses phonic, semantic and	I can discuss the significance of the title and events	I can make some inferences on the basis of what is being	I can identify language that contributes to meaning (e.g.	I can discuss words and phrases that capture the	I can summarise the main ideas drawn from more than	I can discuss and evaluate how authors use language,

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syntactic knowledge to read phonically regular words of more than one syllable. Reads many common exception words and irregular words to understand new vocabulary in a familiar story or text.		said and done in books that I can already read fluently (Exceeding-in a book I am reading independently)	'trembling' shows the kitten is scared)	readers' interest and imagination; identify how language contributes to meaning (e.g. 'threatening' means a storm is close and could be dangerous)	one paragraph, identifying key details that support the main ideas	including figurative language, considering the impact on the reader (e.g. impact of a word or phrase on the reader, simile, personification, metaphor)
67+ Months - Comprehension Describes in their own words what they have read in a non-fiction or fiction text using a range of new vocabulary with accuracy and confidence, answering questions, making inferences and predictions about what might happen next.	I can make simple inferences on the basis of what is being said and done (with a book I can read fluently) (Exceeding- with any book)	I can answer and ask questions about the text	I can find and record information from non-fiction texts	I can retrieve and record information from non-fiction texts	I can discuss how authors use language, including figurative language, considering the impact on the reader (e.g. similes, imagery)	I can retrieve, record and present information from non-fiction texts
	I can explain clearly my understanding of what is read to me	I can predict what might happen on the basis of what has been read so far	Without prompting, I can make trickier inferences justifying them with textual evidence to support reasoning.	Without prompting, I can make trickier inferences justifying them with textual evidence to support reasoning	I can retrieve, record and present information from non-fiction texts	I can make trickier inferences including hidden meanings or plays on words, explaining and justifying them with textual evidence to support reasoning.
	I can predict what might happen on the basis of what has been said so far	I can make links between the book I am reading and other books I have read	I can confidently identify an extensive range of text types covered, identifying particular features, including presentational, accurately and independently.	I can confidently identify an extensive range of text types, identifying particular features accurately and independently	I can make trickier inferences including identifying changes in a atmospheres, explaining and justifying them with textual evidence to support reasoning.	I can identify the effect of language, structural and presentational features in text (e.g. idioms, rhetoric language, imagery, sub-plots, sentence structure which mimics content)
	I can say things that are the same in two or more books I have read	I am continuing to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent (completed RWI)	I can begin to make links between books.	Determine the meaning of trickier new words by confidently applying knowledge of root words and affixes (e.g. immature, impatient, international, autobiography, vigorous, spontaneous)	I can confidently identify an extensive range of text types using my knowledge of their features (m&l ,trad stories, books from other cultures, poetry, plays, non-fiction and reference books)	I can pronounce homophones or near homophones appropriately (e.g. advise/advice; prophecy, prophesy)
	I can read words with contractions and understand that the apostrophe represents the omitted letter(s)	I can re-read books to build up their fluency and confidence in word reading	I can fluently read a range of age-appropriate text types, reading at a speed sufficient for me to focus on understanding (90+ words a minute as an indication)	I can fluently read a range of age-appropriate text types, reading at a speed sufficient for me to focus on understanding (90+ words a minute as an indication)	I can discuss and comment on themes and conventions in a variety of genres	I can fluently read a wide range of books, inc myths, legends & traditional stories, whole novels, modern fiction, fiction from our literary heritage, books from other cultures & traditions, poetry,

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						plays, non-fiction and reference books.
	I can re-read books to build up my fluency and confidence in word reading	I can 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 I can read independently	I can listen to and express views about a wide range of fiction, poetry and plays.	I can listen to and discuss a wide range of fiction, poetry and plays. I can begin to justify my views	I can fluently read a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage, books from other cultures & traditions, poetry, plays, non-fiction and reference books.	I can read and discuss an increasingly wide range of fiction, answering questions using evidence from the text.
	I can listen to and discuss a wide range of poems and stories at a level beyond that at which I can read independently	I can discuss the sequence of events in books and how items of information are related	I can prepare poems and plays to read aloud and to perform, showing appropriate intonation and volume	I can listen to and discuss a range of non-fiction and reference or text books	I can read and discuss an increasingly wide range of non-fiction and reference books or textbooks, using contents pages and indexes to locate information	I can read and discuss an increasingly wide range of non-fiction and reference books or textbooks, using contents pages and indexes to locate information.
	I can listen to and discuss a wide range of non-fiction at a level beyond that at which I can read independently	I am becoming increasingly familiar with, and can retell, a wider range of stories, fairy stories and traditional tales	I can listen to and discuss a wide range of non-fiction, reference or text books, identifying features (e.g. title, subheadings, contents information , diagram)	I can identify features of non-fiction, reference or text books (e.g. title, subheadings, index, glossary, information , diagram)	I can read and discuss an increasingly wide range of poetry and plays, answering questions using evidence from the text.	I am continuing to read and discuss an increasingly wide range of poetry and plays, answering questions using evidence from the text.
	I can link what I read or hear read to my own personal experiences	I understand that non-fiction books are structured in different ways	I can use a dictionary to check the meaning of words that I have read	I can use a dictionary to check the meaning of words that I have read and explain the meanings of words in context	I can ask questions about what I have read to improve my understanding	I can ask questions about what I have read to improve my understanding
	I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	I can recognise simple recurring literary language in stories and poetry	I can decode alternative sounds for a wide range of graphemes, using phonics skills of segmenting and blending to address unfamiliar or challenging words	I can retell some fairy stories, myths and legends.	I can explain the purpose of structure and presentation (e.g. how a letter is laid out; introductory paragraphs; bullet points)	I can identify how structure and presentation contributes to meaning (e.g. columns, tables, bullet points)
	I can recognise and join in with predictable phrases	I can discuss and clarify the meanings of words, linking new meanings to known vocabulary; discussing my favourite words and phrases	I can recognise some different forms of poetry (e.g. shape poems and free verse)	I can recognise some different forms of poetry (e.g. free verse, narrative poetry, rhyming, shape, humorous) and recognise their differences	I can recommend books that they have read to my peers, giving reasons for my choices	I can recommend books that they have read to my peers, giving reasons for my choices
	I am learning to appreciate rhymes and poems, and I am able to recite some by heart	I am continuing to build up a repertoire of poems learnt by heart, appreciating these and	I can ask questions to improve my understanding	I can ask questions to improve my understanding of a text	I can recite a range of poetry by heart	I can recite a range of poetry by heart

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		reciting some, with appropriate intonation to make the meaning clear				
	I can discuss word meanings, linking new meanings to those already known	I can draw on what I already know or information and vocabulary provided by the teacher	I can identify how structure and presentation contribute to meaning (e.g. diagrams, labels, textbox provides a list of quick facts)	I can identify how structure and presentation contribute to meaning (e.g. diagrams, labels, each paragraph describes a different character)	I can distinguish between statements of fact and opinion	I can distinguish between statements of fact and opinion
	I can draw on what I already know or on background information and vocabulary provided by the teacher	I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say	I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say	I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say	I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously	I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously
	Participate in discussion about what is read to them, taking turns and listening to what others say	I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.	I check the text makes sense, usually re-reading and self-checking, reading to the punctuation	I can re-read and self-check, to make the meaning clear, mostly reading to punctuation.	I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
			I can begin to talk about my preferred text types and authors	I can choose a book and explain why I chose it and talk about books I have read in and out of school	I can provide reasoned justifications for my answers	I can identify an inferred atmosphere and explain my reasoning (e.g. gloomy, joyful, suspense)