

Reading Non-Negotiables - Minimum end of year expectations

| | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------------|---|---|---|--|---|--|-------------------------------|
| Decoding Phonics | <p>Secure with year group phonic expectations.</p> <p>Read some common irregular words.</p> <p>Use phonic knowledge to segment and blend regular words & read aloud accurately.</p> | Secure with year group phonic expectations. | Secure with year group phonic expectations and moving into analytic reading approach e.g. recognising syllables. Also recognising whole words and sight recognition of many high frequency words. | Fluent in decoding quickly and using several strategies to decode unusual words. Chunking, context, semantics. | Children are fluent. Develop stamina with more challenging texts. | Continue to develop stamina and challenge. | As year 5 with focus on SATs. |
| Patterns and Rhymes | <p>Identify rhymes and alliteration.</p> <p>Join in with rhyming patterns.</p> | <p>Identify which words appear again and again.</p> <p>Recognise & join in with</p> | Recognise simple recurring literary language. | | | | |

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| | | predictable phrases. | | | | | |
| Comprehension And Understanding | <p>Read & understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> | <p>Relate reading to own experiences.</p> <p>Re-read if reading does not make sense.</p> <p>Re-tell with considerable accuracy.</p> <p>Discuss significance of title & events.</p> | <p>Read ahead to help with fluency & expression.</p> <p>Comment on plot, setting & characters in familiar & unfamiliar stories.</p> <p>Recount main themes & events.</p> <p>Comment on structure of the text.</p> | <p>Comment on the way characters relate to one another.</p> <p>Know which words are essential in a sentence to retain meaning.</p> | <p>Give a personal point of view on a text.</p> <p>Re-explain a text with confidence.</p> | <p>Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.</p> <p>Compare between two texts.</p> <p>Appreciate that people use bias in persuasive writing.</p> <p>Appreciate how two people may have a different view on the same event.</p> | <p>Refer to text to support opinions and predictions.</p> <p>Give a view about choice of vocabulary, structure, etc.</p> <p>Distinguish between fact & opinion.</p> |
| Prediction, Inference and Deduction | <p>Make basic predictions .</p> | <p>Make predictions on basis of what has been read.</p> <p>Make inferences on basis of what is being said & done.</p> | <p>Make predictions on basis of what has been read.</p> <p>Make inferences on basis of what is being said & done.</p> | <p>Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.</p> | <p>Justify inferences with evidence, predicting what might happen from details stated or implied.</p> | <p>Draw inferences and justify with evidence from the text.</p> | |

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| Intonation and Expression | | Read aloud 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. | Vary voice for direct or indirect speech. | Appreciate how a set of sentences has been arranged to create maximum effect. |
| Punctuation, Grammatical Features and the Writer's Craft | Identify start and end of a sentence. | <p>Recognise: capital letters</p> <p>full stops</p> <p>question marks</p> <p>exclamation marks</p> <p>ellipsis</p> <p>Know why the writer has used the above punctuation in a text.</p> | <p>Recognise: commas in lists</p> <p>apostrophe of omission & possession (singular noun)</p> <p>Identify past/present tense and why the writer has used a tense</p> | <p>Recognise: inverted commas</p> <p>Recognise: plurals</p> <p>pronouns and how used</p> <p>collective nouns</p> <p>adverbs</p> <p>Explain the difference that the precise choice of adjectives and verbs make.</p> | <p>Recognise: apostrophe of possession (plural)</p> <p>Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</p> <p>Explain why a writer has used different sentence types or a particular word order and</p> | <p>Recognise: clauses within sentences</p> <p>Explain how and why a writer has used clauses to add information to a sentence.</p> | <p>Recognise: complex sentences with more than one subordinate clause</p> <p>phrases which add detail to sentences</p> <p>Explain how a writer has used sentences to create particular effects.</p> |

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| | | | | | the effect it has created. | | |
| Research | | Know difference between fiction and non-fiction texts. | Use content and index to locate information. | | Skim & scan to locate information and/or answer a question. | Use more than one source when carrying out research. Create a set of notes to summarise what has been read. | Skim and scan to aide note-taking. |