

Key End Points - for end of year

Subject: Reading



Ready to Progress Criteria...

	Word Reading	Comprehension
Year R	<ul style="list-style-type: none"> I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words consistent with their phonic knowledge by sound-blending. I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.
Year 1	<ul style="list-style-type: none"> I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. I can confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts. (I am in at least yellow RWI group). I can confidently and accurately read the full range of common exception words for YR 1 (NC Spelling appendix 1). I can read pseudo (alien) words with accuracy and fluency. 	<ul style="list-style-type: none"> I securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support. I can answer questions about a familiar book that is read to me.
Year 2	<ul style="list-style-type: none"> I can read most common exception words. In age-appropriate books, I can: <ul style="list-style-type: none"> Read most words accurately without overt sounding and blending, and sufficiently fluently to allow me to focus on my understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. 	<ul style="list-style-type: none"> In a book that I can already read fluently, I can: <ul style="list-style-type: none"> check it makes sense to me, correcting any inaccurate reading. answer questions and make some inferences.
Year 3	<ul style="list-style-type: none"> I can read most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound. I can read with fluency a range of age-appropriate text types. I can read at a speed sufficient for me to focus on understanding (at least 90 words per minute). 	<ul style="list-style-type: none"> I can, without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. I can explain, with sufficient detail, my understanding of the text e.g. explain events; describe a character's actions. I can retrieve and record information confidently from texts.
Year 4	<ul style="list-style-type: none"> I can read all Y3/4 common exception words by sight, noting unusual correspondence between spelling and sound. I can read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4. I can read almost all common exception words automatically, noting unusual correspondence between spelling and sound. 	<ul style="list-style-type: none"> Without prompting, I can draw inferences & justify with evidence e.g. characters' feelings, thoughts & motives, from their actions or words. I can draw comparisons. I can identify how language, structure & presentation contribute to meaning e.g. 'threatening' means that a storm is close & could be dangerous. I can provide explanations which show my high level of understanding of the text.
Year 5	<ul style="list-style-type: none"> I can read almost all of the Year 5/6 statutory spelling words. I can determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix. I can, with little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> I can discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. I can make comparisons within and across texts e.g. compare two works by one author. I can draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. I can distinguish fact from opinion, with an awareness of ambiguity.
Year 6	<ul style="list-style-type: none"> I can read age-appropriate books with confidence and fluency (including whole novels). I can work out the meaning of words from the context. 	<ul style="list-style-type: none"> I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. I can summarise main ideas, identifying key details and using quotations for illustration. I can evaluate how authors use language, including figurative language, considering the impact on the reader. I can make comparisons within and across books.