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| READING SKILLS REC to Y6 | | | | | | | |
|  | EYFS Skills | Key Stage 1 Skills | | Lower Key Stage 2 Skills | | Upper Key Stage 2 Skills | |
|  | End of REC  Expectations | End of Year 1  Expectations | End of Year 2  Expectations | End of Year 3 Expectations | End of Year 4  Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age  8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Decoding |  | •apply phonic knowledge to decode words  •speedily read all 40+ letters/groups for 40+ phonemes  •read accurately by blending taught GPC  •read common exception words  •read common suffixes (-s, -es, -ing, -ed, etc.)  •read multisyllable words containing taught GPCs  •read contractions and understanding use of apostrophe  •read aloud phonically-decodable texts | \*secure phonic decoding until reading is fluent  \*read accurately by blending, including alternative sounds  for graphemes  \*read multisyllable words containing these graphemes  \*read common suffixes  \*read exception words, noting unusual correspondences  \*read most words quickly & accurately without overt  sounding and blending | \*apply their growing knowledge of root words, prefixes  and suffixes, both to read aloud and to understand the  meaning of new words they meet  \*read further exception words, noting the unusual  correspondences between spelling and sound, and where  these occur in the word | \*apply their growing knowledge of root words, prefixes  and suffixes, both to read aloud and to understand the  meaning of new words they meet  \*read further exception words, noting the unusual  correspondences between spelling and sound, and where  these occur in the word | \*apply their growing knowledge of root words, prefixes  and suffixes (morphology and etymology), both to read  aloud and to understand the meaning of new words that  they meet | \*apply their growing knowledge of root words, prefixes  and suffixes (morphology and etymology), both to read  aloud and to understand the meaning of new words that  they meet |
| Range of Reading |  | •listening to and discussing a wide range of poems, stories  and non-fiction at a level beyond that at which they can  read independently  •being encouraged to link what they read or hear read to  their own experiences | \*listening to, discussing and expressing views about a  wide range of contemporary and classic poetry, stories  and non-fiction at a level beyond that at which they can  read independently | \*listening to and discussing a wide range of fiction, poetry,  plays, non-fiction and reference books or textbooks  \*reading books that are structured in different ways and  reading for a range of purposes | \*listening to and discussing a wide range of fiction, poetry,  plays, non-fiction and reference books or textbooks  \*reading books that are structured in different ways and  reading for a range of purposes | \*continuing to read and discuss an increasingly wide  range of fiction, poetry, plays, non-fiction and reference  books or textbooks  \*reading books that are structured in different ways and  reading for a range of purposes  \*making comparisons within and across books | \*continuing to read and discuss an increasingly wide  range of fiction, poetry, plays, non-fiction and reference  books or textbooks  \*reading books that are structured in different ways and  reading for a range of purposes  \*making comparisons within and across books |
| Familiarity with texts |  | \*becoming very familiar with key stories, fairy stories and  traditional tales, retelling them and considering their  particular characteristics  \*recognising and joining in with predictable phrases | \*becoming increasingly familiar with and retelling a wider  range of stories, fairy stories and traditional tales  \*recognising simple recurring literary language in stories  and poetry | \*increasing their familiarity with a wide range of books,  including fairy stories, myths and legends, and retelling  some of these orally  \*identifying themes and conventions in a wide range of  books | \*increasing their familiarity with a wide range of books,  including fairy stories, myths and legends, and retelling  some of these orally  \*identifying themes and conventions in a wide range of  books | \*increasing their familiarity with a wide range of books,  including myths, legends and traditional stories, modern  fiction, fiction from our literary heritage, and books from  other cultures and traditions  \*identifying and discussing themes and conventions in  and across a wide range of writing | \*increasing their familiarity with a wide range of books,  including myths, legends and traditional stories, modern  fiction, fiction from our literary heritage, and books from  other cultures and traditions  \*identifying and discussing themes and conventions in  and across a wide range of writing |
| Poetry and performance |  | \*learning to appreciate rhymes and poems, and to recite  some by heart | \*continuing to build up a repertoire of poems learnt by  heart, appreciating these and reciting some, with  appropriate intonation to make the meaning clear | \*preparing poems and play scripts to read aloud and to  perform, showing understanding through intonation,  tone, volume and action  \*recognising some different forms of poetry | \*preparing poems and play scripts to read aloud and to  perform, showing understanding through intonation,  tone, volume and action  \*recognising some different forms of poetry | \*learning a wider range of poetry by heart  preparing 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 | \*learning a wider range of poetry by heart  preparing 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 |
| Word meaning |  | \*discussing word meanings, linking new meanings to  those already known | \*discussing and clarifying the meanings of words, linking  new meanings to known vocabulary  \*discussing their favourite words and phrases | \*using dictionaries to check the meaning of words that  they have read | \*using dictionaries to check the meaning of words that  they have read |  |  |
| Understanding |  | \*drawing on what they already know or on background  information and vocabulary provided by the teacher  \*checking that the text makes sense to them as they read  and correcting inaccurate reading | \*discussing the sequence of events in books and how  items of information are related  \*drawing on what they already know or on background  information and vocabulary provided by the teacher  \*checking that the text makes sense to them as they read  and correcting inaccurate reading | \*checking that the text makes sense to them, discussing  their understanding and explaining the meaning of words  in context  \*asking questions to improve their understanding of a  text  \*identifying main ideas drawn from more than one  paragraph and summarising these | \*checking that the text makes sense to them, discussing  their understanding and explaining the meaning of words  in context  \*asking questions to improve their understanding of a  text  \*identifying main ideas drawn from more than one  paragraph and summarising these | \* checking that the book makes sense to them, discussing  their understanding and exploring the meaning of words  in context  \*asking questions to improve their understanding  \*summarising the main ideas drawn from more than one  paragraph, identifying key details to support the main  ideas | \* checking that the book makes sense to them, discussing  their understanding and exploring the meaning of words  in context  \*asking questions to improve their understanding  \*summarising the main ideas drawn from more than one  paragraph, identifying key details to support the main  ideas |
| Inference |  | \*discussing the significance of the title and events  \*making inferences on the basis of what is being said and  done | \*making inferences on the basis of what is being said and  done  \*answering and asking questions | \*drawing inferences such as inferring characters’ feelings,  thoughts and motives from their actions, and justifying  inferences with evidence | \*drawing inferences such as inferring characters’ feelings,  thoughts and motives from their actions, and justifying  inferences with evidence | \*drawing inferences such as inferring characters’ feelings,  thoughts and motives from their actions, and justifying  inferences with evidence | \*drawing inferences such as inferring characters’ feelings,  thoughts and motives from their actions, and justifying  inferences with evidence |
| Prediction |  | \*predicting what might happen on the basis of what has  been read so far | \*predicting what might happen on the basis of what has  been read so far | \*predicting what might happen  from details stated and implied | \*predicting what might happen  from details stated and implied | \*predicting what might happen  from details stated and implied | \*predicting what might happen  from details stated and implied |
| Authorial Intent |  |  |  | \*discussing words and phrases that capture the reader’s  interest and imagination  \*identifying how language, structure, and presentation  contribute to meaning | \*discussing words and phrases that capture the reader’s  interest and imagination  \*identifying how language, structure, and presentation  contribute to meaning | \*identifying how language, structure and presentation  contribute to meaning  \*discuss and evaluate how authors use language,  including figurative language, considering the impact on  the reader | \*identifying how language, structure and presentation  contribute to meaning  \*discuss and evaluate how authors use language,  including figurative language, considering the impact on  the reader |
| Non-fiction |  |  | \*being introduced to non-fiction books that are  structured in different ways | \*retrieve and record information from non-fiction | \*retrieve and record information from non-fiction | \*distinguish between statements of fact and opinion  \*retrieve, record and present information from nonfiction | \*distinguish between statements of fact and opinion  \*retrieve, record and present information from nonfiction |
| Discussing reading |  | \*participate in discussion about what is read to them,  taking turns and listening to what others say  \*explain clearly their understanding of what is read to  them | \*participate in discussion about books, poems & other  works that are read to them & those that they can read  for themselves, taking turns and listening to what others  say  \*explain and discuss their understanding of books, poems  and other material, both those that they listen to and  those that they read for themselves | \*participate in discussion about both books that are read  to them and those they can read for themselves, taking  turns and listening to what others say | \*participate in discussion about both books that are read  to them and those they can read for themselves, taking  turns and listening to what others say | \*recommending books that they have read to their peers,  giving reasons for their choices  \*participate in discussions about books, building on their  own and others’ ideas and challenging views courteously  \*explain and discuss their understanding of what they  have read, including through formal presentations and  debates, \*provide reasoned justifications for their views | \*recommending books that they have read to their peers,  giving reasons for their choices  \*participate in discussions about books, building on their  own and others’ ideas and challenging views courteously  \*explain and discuss their understanding of what they  have read, including through formal presentations and  debates, \*provide reasoned justifications for their views |