

Reading: Milestones

Milestone 1

Milestone 2

Milestone 3

Read words accurately

This concept involves decoding and fluency.

- **Apply phonic knowledge and skills as the route to decode words.**
- **Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.**
- **Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**
- **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**
- **Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.**
- **Read other words of more than one syllable that contain taught GPCs.**
- **Read words with contractions (for example, I'm, I'll, we'll) and understand that the**

- **Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).**

- **Read further exception words, noting the spellings.**

- **Apply knowledge of root words, prefixes and suffixes.**

- **Read age-appropriate books with confidence and fluency (including whole novels).**

(Note: this should be through normal reading rather than direct teaching.)

apostrophe represents the omitted letter(s).

- **Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.**

- **Re-read these books to build up fluency and confidence in word reading.**

- **Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.**

- **Read accurately words of two or more syllables that contain the same graphemes as above.**

- **Read words containing common suffixes.**

- **Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.**

- **Read aloud books closely matched to their improving phonic knowledge, sounding**

**out unfamiliar words
accurately, automatically and
without undue hesitation.**

- **Re-read books to build up
fluency and confidence in word
reading.**

Understand texts

This concept involves understanding both the literal and more subtle nuances of texts.

- **Discuss events.**
- **Predict events.**
- **Link reading to own experiences and other books.**
- **Join in with stories or poems.**
- **Check that reading makes sense and self-correct.**
- **Infer what characters are like from actions.**
- **Ask and answer questions about texts.**
- **Discuss favourite words and phrases.**
- **Listen to and discuss a wide range of texts.**
- **Recognise and join in with (including role-play) recurring language.**
- **Explain and discuss understanding of texts.**
- **Discuss the significance of the title and events.**
- **Make inferences on the basis of what is being said and done.**

- **Draw inferences from reading.**
- **Predict from details stated and implied.**
- **Recall and summarise main ideas.**
- **Discuss words and phrases that capture the imagination.**
- **Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.**
- **Prepare poems and plays to read aloud with expression, volume, tone and intonation.**
- **Identify recurring themes and elements of different stories (e.g. good triumphing over evil).**
- **Recognise some different forms of poetry.**
- **Explain and discuss understanding of reading, maintaining focus on the topic.**
- **Draw inferences such as inferring characters' feelings, thoughts and motives from**

- **Recommend books to peers, giving reasons for choices.**
- **Identify and discuss themes and conventions in and across a wide range of writing.**
- **Make comparisons within and across books.**
- **Learn a wide range of poetry by heart.**
- **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.**
- **Check that the book makes sense, discussing understanding and exploring the meaning of words in context.**
- **Ask questions to improve understanding.**
- **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.**

their actions, and justifying inferences with evidence.

- **Predict what might happen from details stated and implied.**
- **Identify main ideas drawn from more than one paragraph and summarise these.**
- **Identify how language, structure and presentation contribute to meaning.**
- **Ask questions to improve understanding of a text.**

● **Predict what might happen from details stated and implied.**

- **Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.**
- **Identify how language, structure and presentation contribute to meaning.**
- **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**
- **Retrieve and record information from non-fiction.**
- **Participate in discussion about books, taking turns and listening and responding to what others say.**
- **Distinguish between statements of fact and opinion.**
- **Provide reasoned justifications for views.**