



What do we want our readers to achieve at the end of each phase?

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| EYFS | <ul style="list-style-type: none">● Pupils are familiar with a few traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart● Pupils can read simple sentences accurately by blending sounds in books, consistent with their developing phonic knowledge.● Pupils re-read books to build up fluency and confidence in word reading.● Pupils talk about books, and state which ones they enjoyed |
| Year 1 | <ul style="list-style-type: none">● Pupils hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.● Pupils are reading accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes and can read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)● Pupils are reading many common exception words.● In a book closely matched to their phonic ability, the pupils are reading aloud many words quickly and accurately without overt sounding and blending● In a familiar book that is read to them, the pupils are answering questions in discussion with the teacher and making simple inferences. |
| Year 2 | <ul style="list-style-type: none">● Pupils are developing their speaking and listening skills and show a wider understanding of language.● Pupils are secure in their phonic knowledge and apply decoding strategies. They are able to tackle unfamiliar words that are not completely decodable.● Pupils integrate both decoding and comprehension skills, becoming confident and competent readers.● Pupils choose to read whole books accurately and fluently at appropriate levels, understanding ideas in books. |
| Year 3 | <ul style="list-style-type: none">● Pupils are developing their vocabulary through depth and breadth of reading● They are learning to justify their views about what they have read● Pupils are reading accurately and fluently focusing on understanding. They are beginning to read silently.● They are developing their knowledge and skills in reading non-fiction about a wide range of subjects |



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| | <ul style="list-style-type: none">● Pupils are independent, fluent and enthusiastic readers who read widely and frequently, developing their understanding and enjoyment of stories, poetry, plays and non-fiction. |
| Year 4 | <ul style="list-style-type: none">● Pupils listen to, and respond with a wide range of texts developing more advanced comprehension and reasoning skills.● Pupils use rapid and automatic decoding of most unfamiliar words using secure phonic knowledge● Pupils locate and summarise details from a text to support opinions and predictions. They use deduction to identify possible reasons for characters' behaviour and actions.● Pupils willingly read a wide range of authors and genres |
| Year 5 | <ul style="list-style-type: none">● Pupils enjoy and understand language, especially vocabulary around a wide range of books, plays, poetry, non-fiction and textbooks.● Pupils are reading aloud a wide range of poetry and books with accuracy and at a reasonable speaking pace. They can also read silently, with good understanding, inferring the meanings of unfamiliar words, and discussing what they have read.● Pupils are reading most words effortlessly and can work out how to pronounce unfamiliar written words with increasing automaticity.● Pupils prepare readings, with appropriate intonation to show their understanding, and can summarise and present a familiar story in their own words.● Pupils are reading widely and frequently, outside as well as in school, for pleasure and information. |
| Year 6 | <ul style="list-style-type: none">● Pupils have developed their language capability, providing a foundation for thinking and communication.● Pupils display confidence, enjoyment and mastery of language through public speaking, performance and debate.● Pupils read longer texts with stamina and interest. Reading is fluent and accurate, with appropriate stress and intonation.● Pupils apply comprehension strategies – prediction, questioning, clarifying, summarising, inference, background knowledge – allowing them to read with understanding.● Pupils read extensively for pleasure. |