

Bidford on Avon Primary School Reading Key objectives (Minimum end of year expectations)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Decoding/ Phonics	Secure with year group phonic expectations. Read some common irregular words. Use phonic knowledge to decode regular words & read aloud accurately. To link sounds to letters, naming and sounding the letters of the alphabet.	Secure with year group phonic expectations. To apply phonic knowledge and skills To blend sounds in unfamiliar words. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. To read Y1 common exception words.	Secure with year group phonic expectations. To read accurately by blending the sounds in words that contain the graphemes taught so far. To accurately read most words of two or more syllables. To read most words containing common suffixes.* To read most Y1 and Y2 common exception words*.	To use their phonic knowledge to decode quickly and accurately. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*.	To read most Y5/Y6 exception words.	
Patterns and Rhymes	Identify rhymes and alliteration. Join in with rhyming patterns.	Identify which words appear again and again. Recognise & join in with predictable phrases.	Recognise simple recurring literary language.				
Comprehension and Understanding	Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read.	Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.	Read ahead to help with fluency & expression. Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes & events. Comment on structure of the text.	Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning.	Give a personal point of view on a text. Re-explain a text with confidence.	Summarise main points of an argument or discussion within their reading & make up own mind about issue/s. Compare between two texts. Appreciate that people use bias in persuasive writing. Appreciate how two people may have a different view on the same event.	Refer to text to support opinions and predictions. Give a view about choice of vocabulary, structure, etc. Distinguish between fact & opinion.
Prediction, inference & deduction	Make basic predictions.	Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.		Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.	Justify inferences with evidence, predicting what might happen from details stated or implied.	Draw inferences and justify with evidence from the text. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
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.	Recognise: o capital letters o full stops o question marks o exclamation marks o ellipsis Know why the writer has used the above punctuation in a text.	Recognise: o commas in lists o apostrophe of omission & possession (singular noun) Identify past/present tense and why the writer has used a tense.	Recognise: o inverted commas Recognise: o plurals o pronouns and how used o collective nouns o adverbs Explain the difference that the precise choice of adjectives and verbs make.	Recognise: o apostrophe of possession (plural) Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. Explain why a writer has used different sentence types or a particular word order and the effect it has created.	Recognise: o clauses within sentences Explain how and why a writer has used clauses to add information to a sentence.	Recognise: o complex sentences with more than one subordinate clause o phrases which add detail to sentences Explain how a writer has used sentences to create particular effects.
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.