

Reading Non-Negotiables (Minimum end of year expectations)

| | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|---|--|--------------------|--------|--------|--------|--------|
| Decoding/ Phonics | Secure at phase 4. Read some common irregular words. | Secure at phase 5. | Secure at phase 6. | | | | |
| Patterns and Rhymes | Identify rhymes and alliteration. Join in with rhyming patterns. | Identify which words appear again and again. | | | | | |

Comprehension and Understanding

| Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|--|---|--|--|
| <p>Read & understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> | <p>Relate reading to own experiences.</p> <p>Re-reads if reading does not make sense.</p> <p>Re-tell with considerable accuracy.</p> <p>Discuss significance of title & events.</p> | <p>Reads ahead to help with fluency & expression.</p> <p>Comments on plot, setting & characters in familiar & unfamiliar stories.</p> <p>Recounts main themes & events.</p> <p>Comments on structure of the text.</p> | <p>Comments on the way characters relate to one another.</p> <p>Knows which words are essential in a sentence to retain meaning.</p> | <p>Give a personal point of view on a text.</p> <p>Can re-explain a text with confidence.</p> | <p>Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s.</p> <p>Can compare between two texts.</p> <p>Appreciates that people use bias in persuasive writing.</p> <p>Appreciates how two people may have a different view on the same event.</p> | <p>Refers to text to support opinions and predictions.</p> <p>Gives a view about choice of vocabulary, structure etc.</p> <p>Distinguish between fact & opinion.</p> |

| Prediction, inference & deduction | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|------------------------------------|---|---|--|---|---|---|
| | Intonation & Expression | <p>Make basic predictions.</p> | <p>Make predictions on basis of what has been read.</p> <p>Make inferences on basis of what is being said & done.</p> | | <p>Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.</p> | <p>Justify inferences with evidence, predicting what might happen from details stated or implied.</p> | <p>Draw inferences and justify with evidence from the text.</p> |
| | | <p>Reads with pace & expression, i.e. pause at full stop; raise voice for question.</p> | <p>Use commas, question marks & exclamation marks to vary expression.</p> <p>Read aloud with expression & intonation.</p> | <p>Recognise how commas are used to give more meaning.</p> | <p>Use appropriate voices for characters within a story.</p> | <p>Varies voice for direct or indirect speech.</p> | <p>Appreciates how a set of sentences has been arranged to create maximum effect.</p> |

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|----------------------|---------------------------------------|---|--|---|--|--|--------------------------------------|
| Grammatical Features | Identify start and end of a sentence. | | Recognise: - speech marks - contractions Identify past/present tense. | Recognise: - plurals - pronouns and how used - collective nouns - adverbs Can explain the difference that adjectives and verbs make. | Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. | Recognise: clauses within sentences | Recognise: complex sentences |
| Research | | Knows difference between fiction and non-fiction texts. | Use content and index to locate information. | | Skims & scans to locate information and/or answer a question. | Uses more than one source when carrying out research. Creates set of notes to summarise what has been read. | Skims and scans to aide note-taking. |