	Word Reading	Comprehension
Year 1	• Pupil can apply phonic knowledge to decode words. • Pupil can speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent: e.g. /ee/, /or/, /ar/. • Pupil can read most common exception words at Phase 5 L&S or equivalent. • Pupil reads contractions and understands the use of apostrophe to represent omitted letters. • Pupil can read aloud phonically decodable texts at age-appropriate level (Phase 5 L&S level or equivalent).	• Pupil can listen attentively to a wide range of poems, stories and non-fiction. Contributes relevant ideas and thoughts to discussion: e.g. There's a pig that gets into the boat, like the three pigs in the other story but there's only one in this story. • Pupil can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. what typically happens to good and bad characters, differences between story settings. • Pupil can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'. • Pupil demonstrates enthusiasm for listening and responding to rhymes and poems: e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart. • Pupil can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning. • Pupil can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information: e.g. Pupil asks 'Why do bees like flowers? How long do worms grow?' and can find pages in a non-fiction book to answer own questions. • Pupil can usually check that the text makes sense to them as they read and goes back to self-correct inaccurate reading: e.g. Pupil reads 'The Fairy Godmother wanted her magic wand and the pumpkin changed into a coach' and then self-corrects 'wanted' to 'waved'. • Pupil can discuss the link between events and the text title: e.g. when discussing the title and events around the book 'We are Going on a Bear Hunt' , pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.' • Pupil can demonstrate simple inference: e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.' • Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time. • Pupil can express views about events or characters in the story and explain clearly their understanding of what is read to them: e.g. Mr Gumpy was kind because he let all the animals and the children on his boat and they all went to his house for tea, too.

	Word Reading	Comprehension
Year 2	• Pupil can read fluently, decoding is secure: e.g. Pupil can, without undue hesitation, read text at Phase 6 L&S or book band level white or equivalent. • Pupil can read almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole. • Pupil can read most familiar words without undue hesitation and without overt sounding and blending. • Pupil is happy to read aloud to others.	• Pupil can listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Pupil can usually discuss the order of events in books and explain how items of information are related. • Pupil can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales. • Pupil can usually recognise simple recurring literary language in stories and poetry: e.g. 'I'll huff and I'll puff', question and answer patterns in poems, refrains. • Pupil can discuss and clarify meanings of words usually linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible. • Pupil can discuss their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!' • Pupil has repertoire of poems (approx. 10) and can recite some, with intonation to make the meaning clear. • Pupil can demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher. • Pupil can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct: e.g. child reads 'Hansel let the crumbs drop from his hands to make a tail ...' self-corrects 'tail' to 'trail'. • Pupil can usually draw inferences based on what is being said and done: e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony! • Pupil can usually modify their inferences by answering and asking questions. • Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school. • Pupil can explain and discuss their understanding of what has been read, acted out or listened to: e.g. 'The three little pigs were scared when the wolf knocked on the door because they hid under the table and cuddled together to be safe'.

	Word Reading	Comprehension
Year 3	• Pupil can read applying their knowledge of root words, prefixes and suffixes as listed in NC English Appendix 1, both to read aloud and to understand the meaning of new words: e.g. uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness. • Pupil can read further exception words with unusual correspondences between spelling and sound: e.g. calendar, grammar, guide, heart, naughty, strength. •	• Pupil can independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure. • Pupil can usually use a dictionary independently to check the meaning of words they have read: e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult. • Pupil can independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally. • Pupil can identify and discuss themes and conventions in a wide range of age-appropriate books: e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings. • Pupil can independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts. • Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why: e.g. I love the names of the games they play like womble and sneedball, it makes me want to join in. • Pupil can identify and name some different forms of poetry: e.g. free verse, narrative poetry. • Pupil can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport, foul play in crime. • Pupil is beginning to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text. • Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader. • Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text. • Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text. • Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).

	Word Reading	Comprehension
Year 4	• Pupil can use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation. • Pupil can use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise.	• Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text. • Pupil can independently use a dictionary to check the meaning of words encountered in reading. • Pupil can accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate. • Pupil can independently identify and discuss some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction. • Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding. • Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader: e.g. I like the way Peter tells Mrs Muldour that small ones are sweeter because he's being really cheeky and it makes me laugh. • Pupil can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks. • Pupil can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. lunchtime monitor, computer monitor, monitor the temperature. • Pupil can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. lunchtime monitor, computer monitor, monitor the temperature. • Pupil is beginning to draw inferences from their independent reading, often correct but not always fully supported by reference to the text. • Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader. • Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text. • Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text. • Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).

	Word Reading	Comprehension
Year 5	• Pupil can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in NC English Appendix 1 across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.	• Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples. • Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices. • Pupil can recognise and discuss themes and conventions in age-appropriate texts. • Pupil can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. • Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume. • Pupil can usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: e.g. attendance register, cash register, noticing something, e.g. 'He registered that his book had been moved', register of sound or voice, register of communication. • Pupil can draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions. • Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader. • Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text. • Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text. • Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader. • Pupil can distinguish between fact and opinion: e.g. is able to identify that some statements are not backed up with evidence and others are. • Pupil can explain and discuss their understanding of what they have read, through formal presentations and debates.

	Word Reading	Comprehension
Year 6	• Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: e.g. uses knowledge of the word 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.	• Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples. • Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien's The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred. • Pupil can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative. • Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent. • Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience. • Pupil can usually monitor reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem. • Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions: e.g. Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there. • Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen. • Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas. • Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams. • Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader. • Pupil can usually, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references. • Pupils can give thorough explanations of their points and prepare responses to likely conflicting opinions.