

Hamble Primary School

‘Learning for Life’



End of Year Statements for Reading



Based on the NAHT Key Performance Indicators

By the end of Year 1 the expectation is that a child would be able to demonstrate the following...

Reads accurately by blending sounds in unfamiliar words

Reads common words that cannot be sounded out

Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- becoming very familiar with key stories, fairy stories and traditional tales

Understands both the books they can already read accurately and fluently and those they listen to by:

- checking that the text makes sense to them as they read
- as they read, correcting inaccurate reading
- discussing the significance of the title and events
- predicting what might happen on the basis of what has been read so far

Should be able to read many common words containing letters and sounds taught to far (eg shout, hand, stop, dream) without needing to blend the sounds out loud first

Can read common exception words (eg you, could, many, people) this should be secure, meaning a child can read them easily and automatically

Reads words with suffixes with support to build on the root words that can be read already (eg unhappy)

Retells some familiar stories that have been read and discussed with them or that they have acted out

Listens to stories, poems and non-fiction that cannot yet be read independently

Understands how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction

Takes part in a discussion, considering the opinions of others

By the end of Year 2 the expectation is that a child...

Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Reads accurately words of two or more syllables that contain the same graphemes as above

Reads most words at an instructional level approximately 95% quickly and accurately without overt sounding and blending, when they have been frequently encountered

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-reads these books to build up their fluency and confidence in word reading

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales
- retelling a range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways

Understands both the books they can already read accurately and fluently and those that they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading
- answering questions
- predicting what might happen on the basis of what has been read so far

Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say

Reads books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words

Decodes most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation

Listens to and discusses a wide range of stories, poems, plays and information books, including whole books

Justifies their views about what has been read with support

Reads suffixes by building on the root words that have already been learnt

Exercises choice in selecting books

Monitors what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic

Identifies cause and effect in both narrative and non-fiction form (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and take part in a discussion, considering the opinions of others

By the end of Year 3 the expectation is that a child...

Develops positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- using dictionaries to check the meaning of words they have read
- identifying themes and conventions in a wide range of books

Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word

Understands what they have read independently by:

- drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Retrieves and records information from non-fiction

Justify their views about books written at an age-appropriate interest level

Reads a book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words

Can decode most new words outside the spoken vocabulary

Reads longer words with support and tests out different pronunciations

Recognises themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales

Listens attentively and discusses books and authors that they might not choose themselves

Reads, rereads and rehearses a variety of texts

Uses contents pages and indexes to locate information

Responds to guidance about the kinds of explanations and questions that are expected from them

By the end of Year 4 the expectation is that a child...

Applies a growing knowledge of root words, prefixes and suffixes - both to read aloud and to understand the meaning of new words that are met

Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Uses dictionaries to check the meaning of words that have been read

Identifies themes and conventions in a wide range of books

Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word

Checks that the text makes sense to the individual, discussing their understanding and explaining the meaning of words in context

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence

Predicts what might happen from details stated and implied

Identifies main ideas drawn from more than one paragraph and summarises these

Retrieves and records information from non-fiction

Reads aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace

Reads most words effortlessly and works out how to pronounce unfamiliar words with increasing automaticity

Prepares readings with appropriate intonation to show their understanding

Summarises and presents a story in their own words

Reads silently and then discusses what they have read

Attempts to match what they decode to words they may have already heard but may not have seen in print

Discusses language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts

Helps develop, agree on and evaluate rules for effective discussion

Recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and heading in instructions

Has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen

Knows what information to look for before beginning a non-fiction task and is clear about the task they are doing.

Uses contents pages and indexes to locate relevant information

By the end of Year 5 the expectation is that a child...

Applies a growing knowledge of root words, prefixes and suffixes – both to read aloud and to understand the meaning of the new words that are met

Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our library heritage and books from other cultures and traditions

Discusses understanding and exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, record and presents information from non-fiction

Participates in discussions about books that are read to them and those that can be read independently

Provides reasoned justification for their views about a book

Uses reading strategies to work out any unfamiliar word

Accurately reads individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension

Reads books selected independently

Recognises themes in what is read, such as loss or heroism

Compares characters, settings, themes and other aspects of what is read

Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies

Understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect

In using non-fiction, knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information, applying these skills across the curriculum independently

By the end of Year 6 the expectation is that a child...

Applies a growing knowledge of root words, prefixes and suffixes – both to read aloud and to understand the meaning of the new words that are met

Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our library heritage and books from other cultures and traditions

Discusses to check that a book makes sense to them, exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, records and presents information from non-fiction

Participates in discussions about books that are read to them and those that they can read independently

Provides reasoned justifications for their views about a book

Discusses the purpose(s) of the language that is read and understand why sentences are constructed as they are

Focuses on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word

Accurately reads individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension

Reads independently, including books they would not choose to read

Compares characters, considering different accounts of the same event and discusses viewpoints (both of authors and fictional characters), within a text and across more than one

Reflects on feedback regarding the quality of their explanations and contributes to discussions

Understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect

Applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review

Statements have been taken from the NAHT assessment framework Key Performance Indicators