

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
PRE EXPECTED STANDARD	<ul style="list-style-type: none"> ▪ Distinguish between print, symbols and pictures ▪ Select and read a small number of words or symbols linked to familiar vocabulary e.g. name, people, objects or actions ▪ Match letters to short words ▪ Recognise that familiar words are the same everywhere they are seen ▪ Join in and use familiar phrases from books e.g. Once upon a time ▪ Able to tell a story from pictures cues using some story language ▪ Hear and join in rhyming sections in familiar stories ▪ Follows text from left to right, top to bottom, front to back ▪ To be able to turn a page ▪ Read with 1:1 correspondence ▪ Recognise some letters of the alphabet and sounds ▪ Recognise own name and some familiar words 	<ul style="list-style-type: none"> ▪ Understands simple book terminology e.g. front cover, title etc. ▪ Knows that information can be retrieved from books, computers etc. ▪ With some support, retell some of a familiar story or describe some information in a text 	<ul style="list-style-type: none"> ▪ Can express if they like/dislike a story ▪ Can chose a favourite story ▪ Can say what is similar between a simple and/or familiar text and own experience ▪ Predict what a book will be about from the cover and/or illustrations ▪ Develop vocabulary, exploring the meaning and sounds of new words, not always in the correct context

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
RECEPTION EXPECTED STANDARD 5/6 POINTS	<ul style="list-style-type: none"> ▪ Can read and understand simple sentences ▪ Use phonic knowledge to decode regular words and read them aloud accurately ▪ Read some common irregular words ▪ Recognise the letters of the alphabet by sound, name and shape ▪ Recognise a growing number of familiar words ▪ Read a growing number of familiar words ▪ Identify the initial or dominant sound in each word and identify the letters ▪ Begin to identify sounds of common diagraphs/blends ▪ Understand that words, signs, symbols and pictures convey meaning ▪ Read words from the first 100 words-Letters and Sounds ▪ Continue a rhyming string ▪ Begin to associate sounds with patterns in rhymes, with syllables and with words, signs, symbols and letters ▪ Use knowledge of language structure to predict what a word might be ▪ Notice when a word is omitted, a mistake has been made and expect reading to make sense ▪ Identify capital letters and full stops 	<ul style="list-style-type: none"> ▪ Understands how books are organised ▪ Can identify the subject matter of a book by using titles or illustrations ▪ Make decisions about which page to start from in a familiar non-fiction text ▪ Show an understanding of how information can be found in non-fiction texts ▪ Understand and use correctly simple terms referring to the conventions of print: beginning, middle, end, page, word, letter, line, author ▪ Recognise and indicate the main character, events and information in a familiar text ▪ Place events in reasonable order, through oral recount or ordering pictures and objects of reference ▪ Can identify the main character and event in a book ▪ Can identify the author and illustrator ▪ Make simple comparisons between two or more stories/information texts or characters 	<ul style="list-style-type: none"> ▪ Demonstrate understanding when talking with others about what they have read ▪ Can respond to favourite pictures ▪ Can make links between events in stories to own experiences ▪ Can express if they like/dislike a story and begin to give reasons ▪ Make reasonable predictions based on illustrations ▪ Can select a book to read and give a reason for their choice

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure ad organisation	Analysis
YEAR 1 EXPECTED STANDARD 10 POINTS	<ul style="list-style-type: none"> ▪ Apply phonic knowledge & skills in order to read unfamiliar words that are not completely decodable ▪ Know the correct sound to all 40+ phonemes, including where applicable alternative sounds ▪ Read accurately by blending known sounds in unfamiliar words ▪ Read common exception words ▪ Read words containing taught suffixes: s, es, ing, ed, er, est ▪ Read words with simple contractions and understand that the apostrophe represents the omitted letter(s) ▪ Read aloud accurately books that are consistent with their phonic knowledge and do not require other strategies to work out words ▪ Check that the text makes sense and correcting inaccurate reading ▪ Can discuss the significance of the title and events ▪ Make inferences on the basis of what is said and done ▪ Can recognise and join in with predictable phrases ▪ Make predictions based on what they have read so far ▪ Can read all high frequency words fluently ▪ Can give their opinion stating what they like/dislike about the text ▪ Use syntax & context to self-correct when reading for meaning ▪ Use rhyme & repetition to support reading ▪ Begin to explain characters' feelings & actions using clues in the text ▪ Select books for personal reading (including multimodal and interactive texts) & give reasons for choices e.g. by reading blurb first ▪ Can sustain reading to complete a text 	<ul style="list-style-type: none"> ▪ Recognise a text as belonging to a familiar genre e.g. fairy tale, nursery rhyme by identifying some simple features ▪ Distinguish between fiction & non-fiction texts ▪ Know that not all texts have to be read from beginning to end ▪ Understand & use a range of simple organisational devices in information texts e.g. contents page, headings, captions ▪ Understand, & use correctly, simple terms referring to conventions of print: title, author, illustrator, headings, fiction, information, labels etc. ▪ Show an understanding of the elements of stories, such as main character, sequence of events, & openings ▪ Show how information can be found in non-fiction texts to answer questions about where, who, why & how ▪ Use clues from pictures & simple illustrations to retrieve information ▪ Use simple contents page to locate information ▪ Begin to locate simple information in text (including on-screen text) to answer questions ▪ Begin to scan a page for headings ▪ Recognise some authors & familiar styles of illustration 	<ul style="list-style-type: none"> ▪ Discuss word meanings, linking new meanings to those already known ▪ Participate in discussion about what is read ▪ Explain clearly their understanding of what is read to them ▪ Link what they read or hear to their own experiences ▪ Extend vocabulary, exploring the meanings & sounds of new words, giving a simple explanation for a word meaning ▪ Explore the effect of patterns of language & repeated words & phrases ▪ Recall a range of stories/information texts read, seen & heard & make comparisons with the text, beginning to identify simple common themes

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
YEAR 2/KS1 EXPECTED STANDARD 15 POINTS	<ul style="list-style-type: none"> ▪ Read accurately words of two or more syllables that contain graphemes taught ▪ Read words containing common suffixes ▪ Read common exception words ▪ Read words accurately and fluently without overt sounding/blending (approx. 90 words per min) ▪ Sound out most unfamiliar words accurately, without undue hesitation ▪ Can check it makes sense and correct inaccurate reading ▪ Can answer questions and make some inferences on the basis of what is being said or done ▪ Can recognise simple recurring literary language in stories and poetry ▪ Can discuss and clarify the meanings of words, linking new meanings to known vocabulary ▪ Can ask their own questions ▪ Can predict what might happen on the basis of what has been read so far ▪ Read with some fluency , expression and pace, showing some awareness of punctuation ▪ Use rhythmic patterns in reading ▪ Recount main events, characters & facts ▪ Read blurbs and make choices about which books to read based on experience & knowledge of authors/ illustrators/texts 	<ul style="list-style-type: none"> ▪ Be introduced to non-fiction books that are structured in different ways ▪ Locate specific information in text to answer questions ▪ Scan a page for key words & headings ▪ Combines information from text & an adjacent illustration in order to answer questions or make a point ▪ Use alphabetical knowledge to locate information in texts ▪ Comment on relationship between written text & illustration ▪ Identify some significant elements of different story/poetic structures (& plays), including key phrases e.g. <i>there was once, ...and nothing was ever heard of him again</i> 	<ul style="list-style-type: none"> ▪ Can discuss and express views across a wide-range of texts and genres ▪ Discuss the sequence of events in books and how they can be connected ▪ Discuss their favourite words and phrases ▪ Can explain and discuss their understanding of books, poems and other material ▪ Can make links between texts they have read e.g. similar characters, themes, events etc. ▪ Can make a plausible prediction about what might happen on the basis of what has been read ▪ Begin to make simple inferences based on what has been read ▪ Comment on specific word choices made by an author, & begin to recognise that other words could have been used ▪ Comment simply on the author's use of the syntax & language patterns of particular text types ▪ Show awareness that stories & recounts can be set in different times & places ▪ Identify some similarities & differences between oral , film & written versions of a similar story ▪ Comment simply on the context from which images & texts are derived e.g. no photographs exist of The Great Fire of London because photography had not been invented

Reading Expected Standards

All statements are relevant to the child’s age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
YEAR 3 EXPECTED STANDARD 18 POINTS	<ul style="list-style-type: none"> ▪ Show an awareness of punctuation & its effect on reading ▪ Can self-correct as necessary ▪ Read independently & with increasing fluency longer & less familiar texts ▪ Reading is generally well paced, sometimes with appropriate intonation & expression, & shows awareness of meaning & effect ▪ Make predictions based on prior knowledge & clues in the text, starting to identify possible consequences & suggesting which is most likely and why ▪ Combine own experiences with the text to make simple inferences, and begin to refer to the text ▪ Give reasons for why things happen or characters change, referring specifically to the text ▪ Read whole books on their own, choosing & justifying selections and identify preferred types of texts & explain preferences ▪ Begin to read silently 	<ul style="list-style-type: none"> ▪ Identify how different texts (fiction & non-fiction) are organised, including reference texts, plays & poetry, on paper & on screen ▪ Explain and comment on organisational features of texts, including alphabetical order, layout, diagrams, captions, headings, hyperlinks & bullet points ▪ Begin to identify & make notes of some main points in a simple text for an identified purpose ▪ Begin to identify the main elements that shape familiar texts, including text structure & key grammatical features ▪ Begin to draw together ideas & information from across a whole text to summarise ▪ Begin to use dictionaries to check the meaning of words they have read 	<ul style="list-style-type: none"> ▪ Relate the text to others e.g. by genre, by the same author, in a series, & begin to comment on similarities & differences ▪ Comment on specific words and expressions choices made by an author, & identify the impact of the words selected ▪ Explain reactions to texts, commenting on important aspects ▪ Begin to show awareness of, & some familiarity with, types of poems & stories from different cultures & times ▪ Recall a range of stories/information texts read, seen & heard & make comparisons with the text, identifying common themes ▪ Identify some similarities & differences between stories & film versions, & different versions of stories ▪ Understand that some stories have been handed down by word of mouth & may change over time

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
YEAR 4 EXPECTED STANDARD 21 POINTS	<ul style="list-style-type: none"> ▪ Reading shows understanding through intonation, tone, volume and action ▪ Check that the text makes sense ▪ Can discuss their understanding and explain the meaning of words in context ▪ Ask questions to improve understanding of a text ▪ Infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence using cues from across the text ▪ Predict what might happen from details stated and implied ▪ Begin to prepare texts & read aloud for presentation purposes, showing awareness of the needs of the audience & purpose ▪ Comment on characters, settings & events & how they relate to, & impact on, one another 	<ul style="list-style-type: none"> ▪ Identify the main ideas from more than one paragraph and summarise ▪ Identify how language, structure and presentation contribute to meaning ▪ Retrieve and record relevant information from non-fiction ▪ Scan a page (including web-pages) for key words & headings, in order to extract specific information ▪ Use detailed alphabetical knowledge to locate information in texts ▪ Use dictionaries to check the meaning of words they have read ▪ Identify how different texts (fiction & non-fiction) are organised, including reference texts, magazines, leaflets, plays & poetry 	<ul style="list-style-type: none"> ▪ Identify themes and conventions in a wide range of books ▪ Discuss words and phrases that capture the reader's interest and imagination ▪ Recognise themes such as triumph of good over evil or the use of magical devices in fairy stories ▪ Participate in discussion about books ▪ Can identify features within the text ▪ Can begin to consider how the author's choice of language influences the reader ▪ Explore how different authors use language in texts to appeal to readers using varied sentence structures & descriptive language ▪ Identify effects and impact on the reader created by expressive, figurative & persuasive language in texts ▪ Show an awareness of, & growing familiarity with, types of poems & stories from different cultures & times ▪ Show an awareness of how an author refers to or uses other texts or features of genre eg. has similar events as traditional story, alludes to religious stories/events etc.

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
YEAR 5 EXPECTED STANDARD 24 POINTS	<ul style="list-style-type: none"> ▪ Reflect, share and compare reading history, reading habits & preferences e.g. favourite authors, series of books or genres ▪ Choose most relevant evidence to support view or hypothesis for predictions and inference ▪ Use the text, clues within or across the text and/or intertextual references to deduce or infer what the author is trying to convey ▪ Empathise with characters & debate moral dilemmas portrayed in texts ▪ Identify & comment on implied causes, relationships & consequences, including making inferences & deductions about reasons for characters' behaviour based on the text ▪ Identify the narrative voice from clues in the text 	<ul style="list-style-type: none"> ▪ Use knowledge of different organisational features of texts to find information effectively ▪ Use skimming & scanning to identify key points of texts for note making ▪ Make notes on & use evidence from across a text to explain events or ideas or to précis main point(s) of a text ▪ Use linguistic signposts to support comprehension e.g. 'consequently' signposts a causal relationship between two pieces of information ▪ Can evaluate how a text is organised & designed, commenting on the choice of organisational features, & suggest improvements ▪ Recognise similarities in books read in terms of common structures, genres, authors, illustrators ▪ Comment on & analyse the relationship between written text & illustrations, including where they give conflicting messages ▪ Compare different sources of information & comment on why one author has chosen to omit something 	<ul style="list-style-type: none"> ▪ Comment on an author's use of formal language in non-fiction, including impersonal voice ▪ Show an awareness of visual metaphors & images in individual or series of illustrations & suggest why the author/illustrator has chosen to use them ▪ Identify features that writers use to provoke readers' reactions & comment on their impact ▪ Explain how writers use complex figurative & expressive language to create images & atmosphere ▪ Explore how writers use language for comic & dramatic effects ▪ Begin to use technical and other terms needed for discussing their reading e.g. analogy, imagery, style, effect ▪ Identify how an author influences the opinion of the reader eg about characters in the text, events etc ▪ Begin to understand that some language is used differently depending on context (in different times or social contexts) ▪ Evaluate the potential impact of language on a range of audiences e.g. persuasion, bias etc ▪ Comment on how fictional texts give clues to the social or historical settings & how people behave within the book/film

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
--	---	-----------------------------------	-----------------

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

YEAR 6/KS2 EXPECTED STANDARD 27 POINTS	<ul style="list-style-type: none"> ▪ Read age-appropriate books with confidence and fluency, (including whole novels) and ensure it makes sense to them ▪ Read an increasingly wider range of texts fluently & with meaning ▪ Read aloud with intonation that shows understanding ▪ Work out the meaning of words from the context ▪ Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence ▪ Draw inferences such as infer character's feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Predict what might happen from details stated and implied ▪ Summarise main ideas, identifying key details and using quotations for illustration ▪ Prepare more complex texts to read aloud for presentation purposes, altering tone & register according to the needs of the audience & purpose ▪ Can ask questions to improve their understanding ▪ Show understanding of character & dramatic action, relating characters' speech & actions to motives ▪ Talk about personal preferences for writers & text types, making & justifying recommendations to others 	<ul style="list-style-type: none"> ▪ Retrieve, record and present information from non-fiction ▪ Devise clear sets of questions for research ▪ Explore how word meanings change when used in different contexts ▪ Comment on some of the ways in which the structure & organisational devices an author uses impact onto the effectiveness & cohesion of the text ▪ Compare how a common theme is presented in poetry, prose & other media, commenting on authorial or editorial intent ▪ Use knowledge of word derivations & word structures to construct the meaning of unfamiliar words in a range of contexts ▪ Compare different sources of information & commenting on omissions & additions 	<ul style="list-style-type: none"> ▪ Evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Make comparisons within and across books ▪ Recommend books they have read, giving reasons for their choices ▪ Identify and discuss similarities & differences in how different authors approach significant ideas, themes, events across a wide range of writing ▪ Identify how language, structure and presentation contribute to meaning ▪ Distinguish between statements of fact and opinion ▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously ▪ Provide reasoned justifications for their views ▪ Recognise themes in reading, such as loss or heroism ▪ Compare characters, consider different accounts of the same event and discuss viewpoints (of characters and authors) ▪ Use technical and other terms needed for discussing their reading e.g. analogy, imagery, style, effect ▪ Identify how the author has influenced the opinion of the reader ▪ Understand that some language is used differently depending on context (in different times or social contexts) ▪ Comment on how fictional texts give clues to the social or historical perspectives & attitudes within the book/film ▪ Show an awareness of how different cultures, gender & socio-economic groups are represented
---	--	--	---

Reading Expected Standards

All statements are relevant to the child's age and the statutory guidance. Technical aspects are referred to in Appendix 1: Spelling, Appendix 2: Vocabulary, grammar and punctuation and the Glossary of the National Curriculum. Judgements should be made on a broad range of texts and evidence, where children are able to attain the statements for each relevant point descriptor
Bold indicates statements directly from the National Curriculum programme of study for the relevant year. Each must be met and evidenced for expected standard to be achieved.

	Strategies, understanding and response	Structure and organisation	Analysis
WORKING BEYOND YEAR 6 EXPECTED STANDARD	<ul style="list-style-type: none"> ▪ Make inferences from subtle distinctions in meaning, exploring how layers of meaning are created, commenting on authorial intent & effectiveness ▪ Begin to analyse differences between the narrator's & author's voice, & comment on authorial intent ▪ Hypothesise about a character based on prior knowledge & implied meaning, & amend hypothesis over time and/or a series of books, evaluating how character develops/matures & own engagement with character ▪ Distinguish between the views of characters in the text & those of the author ▪ Begin to use techniques such as visualisation, prediction, empathy in exploring the meaning of more complex texts ▪ Comments and justifications incorporates apt textual reference and quotation to support main ideas and arguments ▪ Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the text ▪ Comments consider wider implications or significance of information, events or ideas in the text ▪ Comment on, & write reflectively about a text, distinguishing between the attitudes & assumptions of characters & those of the author & taking account of the needs of the reader ▪ Read between the lines & find evidence for interpretation & explore how layers of meaning are created e.g. by use of different viewpoints or narrative voice ▪ Articulate to others a personal response to a range of texts by different authors, thinking about diversity of themes & styles. ▪ Comments begin to develop an interpretation of the text, making connections between insights and beginning to weigh up evidence ▪ Developing precision in selection of and application of textual reference to the point being made 	<ul style="list-style-type: none"> ▪ Understand & comment on how different writers use structures & organisation to create coherence & impact for a range of purposes & audiences ▪ Know when it is best to refer to the text instead of using direct quotation ▪ Locate resources (including on-line texts) for a specific task, appraising the value, reliability & relevance of information & acknowledging sources ▪ Consider the way different communication modes are used by different media, & with what impact or effect ▪ Paraphrase a section of text ▪ Make succinct notes on & use evidence from across a text to explain events or ideas or to précis main point(s) of a text ▪ Appraise the quality & importance of quotations/references before use in order to present a convincing argument ▪ Features relating to organisation at text level are clearly identified and explained with evidence ▪ Critically evaluate texts(including omissions and additions) by comparing how different sources treat the same information, showing an awareness of bias & commenting on the author's audience & purpose 	<ul style="list-style-type: none"> ▪ Recognise & interpret more sophisticated rhetorical devices used to provoke, persuade, mislead & sway the reader ▪ Begin to explore ambiguities & contradictions within text &, from these, deduce authorial intent ▪ Understand more sophisticated themes, causes & points of view & how the author has chosen to present them, including through the use of symbolism ▪ Comment on how distinctions of meaning are expressed through use of language &, in fiction & poetry, through use of imagery ▪ Understand and evaluate the different ways in which texts can reflect the social, cultural & historical contexts in which they were written& why they are presented in a particular way e.g. gender, socio economic etc ▪ Evaluate what a text/author tells you about the social or historical context ▪ Compare how authors from different times & places present experiences & use language with a particular audience in mind, & how a range of wider audiences would interpret their work & its meaning ▪ Identify the way writers of non-fiction match organisation to their intentions ▪ Explore the notion of literary heritages & understand why some texts have been particularly influential or significant ▪ Responses begin to show analysis of how a text is influenced by earlier texts written within the same tradition, genre etc.