

St Bede's Primary School

Reading End Points – End of Key Stage

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<ul style="list-style-type: none"> Understand that letters are symbols (spellings) used to represent sounds in speech. Say a sound for each letter within the Initial Code (simple 1-sound:1-letter correspondence) Say a sound for the following digraphs: ff, ll, ss, zz, sh, ch, th, ck, ng, wh, le Say a sound for the trigraph: tch Blend sounds to build words e.g. /s/ /a/ /t/ → sat Segment individual sounds to read and write e.g. pig → /p/ /i/ /g/ reading words consistent with their phonic knowledge Read aloud simple sentences and books that are consistent with their phonic knowledge Manipulate sounds in and out of words (sound swapping) to test alternatives for spellings that represent more than one sound Read the following high frequency words: is, a, the, I, for, of, are, was, all, come, some, to, their, there, these, what, where, who 	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Understand that one sound may be spelled by 1, 2, 3 or 4 letters - <u>dog</u>, <u>street</u>, <u>night</u>, <u>dough</u> Understand that one sound may be spelled in more than one way (one sound, different spellings - <u>rain</u>, <u>break</u>, <u>gate</u> and <u>stay</u>) Understand that many spellings can represent more than one sound (one spelling, different sounds - <u>head</u>, <u>seat</u>, <u>break</u>) Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word add suffixes beginning with vowel letters to words with more than one syllable use the possessive apostrophe with plural words identify irregular plurals know an extending range of homophones or near homophones read accurately the words as stated in <u>English Appendix 1</u>. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet use a hyphen to join a prefix to a root word add suffixes beginning with vowel letters to words ending in – fer gain further knowledge of homophones and other words that are often confused further develop the use of the hyphen to join a prefix to a root word read accurately words with silent letters whose presence cannot be predicted by the pronunciation of the word.

Comprehension	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
	<ul style="list-style-type: none"> listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions make comments about what they have heard and ask questions to clarify their understanding offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary anticipate – where appropriate – key events in stories use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Range of Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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. 	<p>Range of Reading Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes. 	<p>Range of Reading Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes recommending books that they have read to their peers, giving reasons for their choices making comparisons within and across books.
		<p>Familiarity with Texts Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry. 	<p>Familiarity with texts Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying and discussing themes and conventions in *and across* a wide range of books. 	<p>Familiarity with texts Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identifying and discussing themes and conventions in and across a wide range of writing.
	<p>Poetry & Performance Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<p>Poetry & Performance Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry, (e.g. free verse, narrative poetry). 	<p>Poetry & Performance Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Comprehension		<p>Word Meaning Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary, 	<p>Word Meaning Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read identifying how language, structure, and presentation contribute to meaning. 	<p>Word Meaning Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read identifying how language, structure, and presentation contribute to meaning.
		<p>Understanding Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading. 	<p>Understanding Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these. 	<p>Understanding Understand what they ready by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
		<p>Inference Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions. 	<p>Inference Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Inference Understand what they ready by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
		<p>Prediction Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far. 	<p>Prediction Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied. 	<p>Prediction Understand what they ready by:</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied.
		<p>Discussing Reading</p> <ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Discussing Reading</p> <ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices 	<p>Discussing Reading</p> <ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Comprehension		<p><u>Authorial Intent</u> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • discussing their favourite words and phrases. 	<p><u>Authorial Intent</u> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination. 	<p><u>Authorial Intent</u> Understand what they ready by:</p> <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
		<p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. 	<p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. 	<p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction.