

## Reading End Points at Davyhulme Primary School

| Year             | Word Reading   | Comprehension   | Independent Reading   |
|------------------|--|---|---|
| <b>Reception</b> | <p>I can use my phonic knowledge to decode regular words and read aloud accurately.</p> <p>I am secure with Phase 1 sounds and I am beginning to learn Phase 2 sounds.</p> <p>I can read some common irregular words.</p> <p>I can identify rhymes and alliteration.</p> <p>I can join in with rhyming patterns</p>  | <p>I can read and understand simple sentences.</p> <p>I can demonstrate understanding when talking with others about what I have read.</p> <p>I can make basic predictions.</p> <p>I can identify the start and end of a sentence.</p>  | <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>   |
| <b>Year 1</b>    | <p>I can apply my phonic knowledge and skills to decode words.</p> <p>I can match all 40+ graphemes to their phonemes.</p> <p>I can blend sounds in unfamiliar words.</p> <p>I can read common exception words.</p> <p>I can divide words into syllables.</p> <p>I can read words of more than one syllable that contain taught GPCs.</p> <p>I can read words containing taught GPCs and words that end with -s, -es, -ing, -ed, -er and -est.</p> <p>I can read words with contractions (for example I'm), and understand</p> | <p>I can listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>I can say what I like and what I do not like about a text.</p> <p>I can retell key stories, fairy stories and traditional tales using narrative language.</p> <p>I can recognise and join in with predictable phrases.</p> <p>I can learn some poems and rhymes by heart.</p> <p>I can discuss word meanings, linking new meanings to those I already know.</p> <p>I can use what I already know to help me to understand texts (e.g.</p> | <p>I can check that my reading makes sense and go back to correct when it doesn't.</p> <p>I am able to discuss significant events in stories.</p> <p>I can begin to make inferences from what is said and done and/or from the illustrations.</p> |

|               |   |   |   |
|---------------|---|---|---|
|               | <p>that the apostrophe represents the missing letter(s).</p> <p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>I re-read these books to build up my fluency and confidence in word reading.</p>   | <p>background information or vocabulary provided by my teacher).</p> <p>I can link what I have heard or read to my own experiences.</p> <p>I can make predictions based on what has been read so far.</p> <p>I can clearly explain what I think a text is about.</p> <p>I can join in with a discussion about a text, taking turns and listening to what others say.</p>  |   |
| <b>Year 2</b> | <p>I can <u>continue</u> to apply my phonic knowledge and skills to decode words until this is automatic and my reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far.</p> <p>I can read accurately words of two or more syllables.</p> <p>I can read words containing common suffixes.</p> <p>I can read further common exception words, noting the unusual correspondences between spelling and sound.</p> <p>I can read most familiar words quickly and accurately, without the need to sound out and blend.</p> <p>I can read aloud books that are closely matched to my improving</p> | <p>I can read a wide range of fiction, poetry (contemporary and classic), plays, and non-fiction.</p> <p>I can discuss the texts that I have read and express my views about them.</p> <p>I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales and I am able to retell some of them.</p> <p>I can explain how non-fiction books are structured in different ways.</p> <p>I can use non-fiction texts to retrieve information.</p> <p>I can recognise simple recurring language in stories and poetry.</p> <p>I can talk about my favourite words and phrases.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to vocabulary that I already know.</p> | <p>Based on a book that I am reading independently, I can:</p> <ul style="list-style-type: none"> <li>• make inferences</li> <li>• make plausible predictions on the basis of what has been read so far</li> <li>• make links between the book I am reading and other books that I have read.</li> </ul> <p>I can check that the text makes sense to me as I read and I can correct any inaccuracies.</p> |

|  |   |  |  |
|--|---|--|--|
|  | <p>phonic knowledge, and I can sound out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can re-read these books to continue to build up my fluency and confidence in word reading.</p> | <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone volume and action.</p> <p>I can read with increasingly accuracy and fluency by drawing on what I already know or on background information and vocabulary provided by the teacher.</p> <p>I can ask relevant questions to get a better understanding of a text.</p> <p>I can predict what might happen based on what I have read so far.</p> <p>I can take part in discussions about books, poems and other texts. I can take turns and listen to what others say.</p> <p>I can identify the main point of a text.</p> |  |
|--|---|--|--|

|             |  |  |  |
|-------------|--|--|--|
| Key Stage 2 | <p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the challenge.</p> <p>We would expect our pupils to become more confident and adept at using these skills in reading as they progress.</p> |  |  |
| Year 3      | <p>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words (English Appendix 1).</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>I can attempt to pronounce unfamiliar words by drawing on my knowledge of similar looking words.</p>   | <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.</p> <p>I can use a dictionary to check the meaning of words that I have read.</p> <p>I continue to become increasingly familiar with a wide range of books including fairy stories &amp; myths and legends, and I can retell some of these orally.</p> <p>I can identify simple themes and conventions in a wide range of books.</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action.</p> <p>I can recognise some different forms of poetry (e.g. free verse, narrative poetry).</p> | <p>In books that I can read independently:</p> <p>I can check that a text makes sense to me, explaining the meaning of words in context.</p> <p>I can ask some questions to improve my understanding of the text.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>I can begin to give evidence to support my inferences.</p> <p>I can predict what might happen from details stated.</p> <p>I can summarise the main idea from more than one paragraph.</p> <p>I can retrieve and record some information from non-fiction.</p> |

|               |  |  |  |
|---------------|--|--|--|
|               |  | <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can take part in discussions about books, poems and other texts. I can take turns and listen to what others say.</p>   |  |
| <b>Year 4</b> | <p>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words (English Appendix 1).</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>I can attempt to pronounce unfamiliar words by drawing on my knowledge of similar looking words.</p> | <p>I can listen to and confidently discuss a range of fiction, poetry, plays, non-fiction and reference or textbooks. I know which books to select for different purposes, especially in relation to science, geography and history learning.</p> <p>I can use a dictionary to check the meaning of words that I have read.</p> <p>I can identify themes and conventions in a wider range of books.</p> <p>I can discuss and record some words and phrases that writers use to engage the reader.</p> <p>I can continue to prepare poems and play scripts to read aloud and to perform with increasing confidence, showing understanding through intonation, tone, volume and action.</p> <p>I can recognise some different forms of poetry (e.g. free verse, narrative poetry).</p> | <p>In books that I can read independently:</p> <p>I can check that a text makes sense to me, explaining the meaning of many words in context.</p> <p>I can ask increasingly relevant questions to improve my understanding of the text.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and I can justify some of these with evidence from the text.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can summarise the main idea from three paragraphs.</p> <p>I can confidently retrieve and record some information from non-fiction.</p> <p>I can confidently discuss books that I have read independently.</p> |

|               |   |   |   |
|---------------|---|---|---|
|               |   | <p>I can identify some text type organizational features, for example, narrative, explanation and persuasion.</p> <p>I can confidently take part in discussions about books, poems and other texts. I can take turns and listen to what others say.</p>   |   |
| <b>Year 5</b> | <p>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words (English Appendix 1).</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>I can confidently pronounce unfamiliar words by drawing on my knowledge of similar looking words.</p> <p>I can re-read and read ahead to check for meaning.</p> | <p>I continue to read and to discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.</p> <p>I am becoming increasingly familiar with a wide range of books including myths, legends, modern fiction, fiction from our literary heritage, and traditional stories from other cultures and traditions.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I can identify and discuss themes and conventions across an increasingly wide range of writing.</p> <p>I can make comparisons within books.</p> <p>I can learn a wider range of poetry by heart e.g. narrative verse, haiku.</p> <p>I can prepare poems and plays to read aloud and to perform, showing an increasing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> | <p>In books that I can read independently:</p> <p>I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.</p> <p>I can ask relevant questions to improve my understanding of the text.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with detailed evidence from the text.</p> <p>I can confidently predict what might happen from details stated and implied.</p> <p>I can summarise the main ideas drawn from several paragraphs, identifying key details that support the main ideas.</p> <p>I can confidently retrieve, record and present information from a wide range of non-fiction texts.</p> |

|               |   |   |   |
|---------------|---|---|---|
|               |   | <p>I can begin to discuss and evaluate how authors use language, including figurative language, and I can consider the impact on the reader.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can continue to participate in discussions about books by building on my own and others' ideas and challenging views of others in a polite manner.</p> <p>I can begin to explain and talk about what I have read through formal presentations and debates.</p> <p>I can begin to provide reasoned justifications for my views.</p> |   |
| <b>Year 6</b> | <p>I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words (English Appendix 1).</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>I can confidently pronounce unfamiliar words by drawing on my knowledge of similar looking words.</p> <p>I can re-read and read ahead to check for meaning.</p> | <p>I continue to read and to confidently discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.</p> <p>I am becoming increasingly familiar with a wide range of books including myths, legends, modern fiction, fiction from our literary heritage, and traditional stories from other cultures and traditions.</p> <p>I can confidently recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I can confidently identify and discuss themes and conventions across an</p>  | <p>In books that I can read independently:</p> <p>I can check that the book makes sense to me, discussing my understanding and exploring the meaning of many words in context.</p> <p>I can ask pertinent questions to improve my understanding of the text.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with detailed evidence from the text.</p> <p>I can confidently predict what might happen from details stated and implied.</p> |

|  |   |   |
|--|---|---|
|  | <p>increasingly wide range of writing e.g. plot, genre and overriding themes e.g. ambition in Macbeth.</p> <p>I can make comparisons within and across a wide range of books.</p> <p>I can learn a wider range of poetry by heart e.g. narrative verse, haiku.</p> <p>I can confidently prepare poems and plays to read aloud and to perform, showing a good understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>I can discuss and evaluate how authors use language, including figurative language, and I can consider the impact on the reader.</p> <p>I can confidently distinguish between statements of fact and opinion.</p> <p>I can continue to confidently participate in discussions about books by building on my own and others' ideas and challenging views of others in a polite manner.</p> <p>I can explain and talk about what I have read through formal presentations and debates.</p> <p>I can provide reasoned and detailed justifications for my views.</p> | <p>I can summarise the main ideas drawn from several paragraphs, identifying key details that support the main ideas.</p> <p>I can confidently retrieve, record and present information from a wide range of non-fiction texts.</p> |
|--|---|---|