

## Year 1 – Reading Checklist

### **Working towards - Pupil(s) are beginning to meet the following aims with support:**

To apply phonic knowledge to decode regular words.

To apply phonic knowledge to attempt to read some common irregular words.

To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for **some** of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.

To read and understand simple sentences.

To demonstrate a pleasure in reading and a motivation to read.

To listen whilst others read to them and show understanding.

To simply retell familiar stories.

To recognise and join in with predictable phrases in a text.

To check that a text makes sense to them as they read and begin to self-correct.

To join in discussions about a text.

### **Expected - Pupil(s) are beginning to independently apply their knowledge and skills:**

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

To read words containing taught GPCs.

To read words containing -s, -es, -ing, -ed and -est endings.

To read words with contractions (for example, I'm, I'll, we'll).

To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.

To re-read texts to build up fluency and confidence in word reading.

To continue to demonstrate a pleasure in reading and a motivation to read.

To link what they have read or hear read to their own experiences.

To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To retell familiar stories in increasing detail.

To recite simple poems by heart.

To discuss word meaning and link new meanings to those already known.

To check that a text makes sense to them as they read and to self-correct.

To predict what might happen on the basis of what has been read so far.

To begin to make simple inferences.

To discuss the significance of titles and events.

To join in discussions about a text, take turns and listen to what others say.

### **Greater depth - Pupil(s) are confidently and independently able to apply their knowledge and skills:**

To read texts that are more complex and beyond their chronological age.

To read other words of more than one syllable that contain taught GPCs.

To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.

To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).

To start to work on the Year 2 programme of study for word reading.

To continually demonstrate a pleasure in reading and a motivation to read.

To discuss their reading preferences, including favourite authors and genres.

To retell familiar stories in much detail and consider their particular characteristics.

To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.

To check that a text makes sense to them as they read and to self-correct.

To make sensible predictions supported by evidence.

To make inferences based on what is being said and done.

To use age-appropriate non-fiction texts to extract information.

To contribute confidently in discussions about a text, take turns and listen to what others say.

# Year 2 Reading Checklist

## **Working towards – Pupils can:**

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondence (GPC).
- Read many common exception words.
- Read aloud many words quickly and accurately without over sounding and blending in text closely match to the same GPCs.
- Sound out many unfamiliar words accurately in text closely match to the same GPCs.
- Answer questions and make inference on the basis of what being said and done in a familiar book that is read to them within discussion with the teacher.

## **Working at expected standard – Pupils can:**

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most common exception words.
- Read words accurately and fluently without over sounding and blending, at over 90 words per minute, in age-appropriate texts.
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check a familiar text, which they can read accurately and fluently, makes sense to them.
- Answer questions and make some inference on the basis of what being said and done in a familiar text.

## **Working at greater depth – Pupils can:**

- Make inferences on the basis of what is said and done in a text they can read independently.
- Predict what might happen on the basis of what has been read so far in a text they can read independently.
- Make links between the text they are reading and other texts they have read (in texts that they can read independently).

## Year 3 & Year 4 Reading Checklist

### **Working towards - Pupil(s) are beginning to meet the following aims with support:**

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).

To apply their growing knowledge of root words and prefixes to begin to read aloud.

To apply their growing knowledge of root words and suffixes/word endings to begin to read aloud.

To begin to read further Y3/Y4 exception words.

To develop a positive attitude to reading and understanding of what they read by:

- beginning to use appropriate intonation and volume when reading aloud;
- recognising and discussing the different features of a variety of texts;
- discussing authors' choice of words and phrases for effect.

To understand what they read, in books they can read independently, by:

- asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives;
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To retrieve and record information from non-fiction.

### **Expected standards - Pupil(s) are beginning to independently apply their knowledge:**

To usually read fluently, decoding longer words with support, testing out different pronunciations.

To apply their growing knowledge of root words and prefixes to read aloud and to understand the meaning of new words they meet.

To apply their growing knowledge of root words and suffixes/word endings to read aloud and to understand the meaning of new words they meet.

To read most Y3/Y4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

To develop a positive attitude to reading and understanding of what they read by:

- reading with an awareness of audience, (e.g. changes in intonation and pace);
- reading books that are structured in different ways for a range of purposes and participating in discussions about them;
- using appropriate terminology when discussing texts (plot, character, setting).

To understand what they read, in books they can read independently, by:

- predicting what might happen from details stated and implied.
- drawing simple inferences with evidence such as inferring characters' feelings.

To retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.

**Greater Depth - Pupil(s) are confidently and independently able to apply their knowledge:**

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.

To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.

To understand the meaning of new words through contextual cues.

To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.

To develop a positive attitude to reading and understanding of what they read by:

- when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience;
- discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings);
- recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry).

To understand what they read, in books they can read independently, by:

- discusses vocabulary used by the author to create effect;
- identifies main ideas drawn from more than one paragraph and summarises these;
- draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text;
- justifies predictions with evidence from the text.

To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.

To use dictionaries to check the meaning of words that they have read.

## Year 5 & Year 6 Reading Checklist

### **Working towards - Pupil(s) are beginning to meet the following aims with support:**

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

To apply their growing knowledge of root words, prefixes and suffixes/word endings to read aloud.

To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

To begin to read further Y3/Y4 exception words

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

- showing an awareness of audience when reading out loud using intonation, tone, volume, action;
- recommending texts based on personal choice to peers;
- reading a wide range of genres, identifying the characteristics of text types and differences between text types.

To understand what they read by:

- discusses vocabulary used by the author to create effect;
- identifies main ideas drawn from more than one paragraph and summarises these;
- draws inferences from characters' feelings, thoughts and motives;
- justifies predictions with evidence from the text.

To use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction.

To evaluate the use of authors' language and explain how it has created an impact on the reader.

### **Expected standards - Pupil(s) are beginning to independently apply their knowledge:**

To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

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

- when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;
- making comparisons within and across books;
- reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.

To understand what they read by:

- explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;
- asking questions about a text;
- drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;

-making predictions based on details stated and implied with evidence from the text.

To distinguish independently between statements of fact and opinion.

To retrieve, record and present information from texts to other readers in informal notes and formal presentations.

To participate in discussions about books that are read to them and those they can read for themselves.

**Working at Greater Depth - Pupil(s) are confidently and independently able to apply their knowledge:**

To read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.

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

- confidently performing texts (including poems learned by heart) using a wide range of devices to engage the audience and for effect;
- reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

To understand what they read by:

- recognising themes in what they read (such as loss or heroism); comparing characters, settings and themes within a text and across more than one text;
- considering different accounts of the same event and discussing viewpoints (both of authors and of fictional characters);
- analysing the use of language, including figurative language and how it is used for effect;
- discussing how characters change and develop through texts by drawing inferences based on indirect clues;
- drawing out key information and summarising the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To 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.