



Key End Points in the Development of Reading

	Reception ELG	Year 2 End of KS1	Year 4 Pivotal Point	Year 6 End of KS2
Range of Texts to read and be read aloud.	<p>Patterned stories - Stories by well-known authors.</p> <p>Traditional Tales - Stories set in a variety of settings.</p> <p>Non-fiction books linked to current topics.</p> <p>Poetry, Songs and Rhymes</p>	<p>Narrative: -Stories with a familiar setting, modern narratives and Traditional Tales.</p> <p>Non-fiction: -Recounts -Instructions- Diaries -Information books -Explanations - Non-chronological reports.</p> <p>Poetry, Songs and Rhymes.</p>	<p>Narrative: -Myths and legends -Stories with issues and dilemmas, Playscripts, Story openings with suspense</p> <p>Non-fiction: -Instructions -Explanations - Diary -Persuasive letter - non-chronological reports -Newspaper reports</p> <p>Poetry: -Poetry in different forms - Creating images -Narrative poetry</p>	<p>Narrative: -Playscripts - Descriptive writing -Turning Playscripts into narrative -Alternative endings -Diaries and blogs - Mythology and Legends.</p> <p>Poetry classics</p> <p>Non-fiction: -Explanations -Biographies - Non-chronological reports -Persuasive letters / advertisements -Newspaper reports -Arguments</p> <p>Poetry: -Kennings, Performance Poetry - Figurative language</p>
Familiarity with Texts	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books and looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>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.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Continuing to build up a repertoire of poems and songs learnt by heart, appreciating these and reciting some, with appropriate intonation to make the</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purpose Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone,</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Making comparisons within and across book.</p> <p>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.</p>



		<p>meaning clear. Being introduced to non-fiction books that are structured in different ways.</p>	<p>volume and action. Recognising some different forms of poetry. Retrieve and record information from non-fiction. Retrieve and record information from non-fiction.</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing. 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. Distinguish between statements of fact and opinion. Retrieve, record and present information from nonfiction</p>
Word Reading	<p>Learn a range of phonemes (See RWI progression). Apply to simple CVC words. Use phonic knowledge to read words. Read some irregular common words correctly. Read simple rhyming strings, following pattern.</p>	<p>secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multisyllable words containing these graphemes. Read common suffixes. Read exception words, noting unusual correspondence. Read most words quickly & accurately without overt sounding and blending.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
Comprehension	<p>Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Answer 'how' and 'why' questions about experiences and in response to stories or events. Read and understand simple sentences. Develop own narratives and explanations by connecting ideas or events.</p>	<p>Discussing the sequence of events in books and how items of information are related. 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 Making inferences on the basis of what is being said and done. Answering and asking question</p>	<p>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 Inference. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>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 to support the main ideas. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>



	<p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
--	-----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------