

Stowe Valley Primary Reading Expectations

Schools may change the statements to begin with 'I can...' to fall in line with their individual school policies; document formats may also be adapted. However, objectives, which are highlighted in green, must be evidenced to show a child is expected; yellow highlights are desirable but not essential to show an expected child.

Year 1 Reading		
Working Towards	Expected –all objectives to be achieved	Greater Depth
<p>Building on EYFS....</p> <ul style="list-style-type: none"> Reads and understands simple sentences. Uses phonic knowledge to decode regular words and read them aloud accurately. Reads some common irregular words. Needs prompting when what they have just read did not make sense. Joins in with familiar rhymes and poems. Demonstrates an understanding when talking with others about what they have read. Can re-tell familiar stories. Knows that some books tell stories and others give information. 	<ul style="list-style-type: none"> Reads aloud books consistent with phonic knowledge - accurately, confidently and fluently. Responds speedily with the correct sound to graphemes to all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately. Recognises and reads common words; words with –s, –es, –ing, –ed, –er and –est endings; and words of more than one syllable containing taught GPCs. Recognises and reads words with contractions, and demonstrates understanding of the apostrophe. Reads all common exception words in Appx 1 Reading is mostly seen as a pleasurable activity. Reads aloud with some intonation and expression Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies. Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear. 	<ul style="list-style-type: none"> Confidently reads aloud more complex texts, including those beyond their chronological age. Reads accurately a range of words with more than one syllable, making confident attempts where beyond taught GPCs. Is beginning to read common exception words such as smiling, runner etc. Tests out alternative graphemes for phonemes when reading unfamiliar words. Can discuss preferences about stories they have read or have been read to them (e.g. likes/dislikes). Knows when what they have just read does not makes sense - leading to re-reading. Reads signs and labels beyond the classroom. Can talk about favourite authors, poems or genres. Deduces possible meanings to unknown words drawing on the wider sentence or context. Discuss any links with the text and something they have experienced themselves. Can outline a familiar story.

	<ul style="list-style-type: none"> • Demonstrates understanding of poetry, stories, and non-fiction that has been read and listened to, through discussion of key ideas and information. • Uses recurring literary language when joining in with stories and poetry. • Shows understanding of the meaning of words through discussion, and makes links to those already known. • Recognises sequences of events in simple texts. • Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales. • Makes simple inferences about characters and events • Recognises that non-fiction books can be structured in different ways. • Make simple predictions on what might happen next, based on what has been read so far. 	<ul style="list-style-type: none"> • Demonstrates a growing awareness of how to use non-fiction books to find information. • Draws on the pictures as well as the text to help them read. • Predicts what might happen next, giving reasons for their thinking. • Predicts what a book may be about based on the front cover.
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Year 2		
Working Towards	Expected –all objectives to be achieved	Greater Depth
<p>Building on Y1.....</p> <ul style="list-style-type: none"> Reads aloud books consistent with phonic knowledge - accurately, confidently and fluently. Applies phonic knowledge and skills when tackling unfamiliar words to decode age appropriate texts accurately. Accurately reads words with s, -es, -ing, -ed, -er and – est endings. Beginning to read common exception words. Reading is seen as a pleasurable activity. Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies. Mirrors modelled intonation when reading with someone else. Demonstrates understanding of poetry, stories, and non-fiction and can discuss key characters. Recognises sequences of events in simple texts. Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales. Uses recurring literary language when retelling stories. Recognises that non-fiction books can be structured in different ways. Answers simple questions based on the story so far. 	<ul style="list-style-type: none"> Phonic knowledge and skills are consistently applied to decode quickly and accurately. Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught. Reading is seen as a pleasurable activity. Self-corrects where the sense of the text is lost. Is beginning to use appropriate intonation when reading aloud. Demonstrates knowledge of developing range of poetry, stories (including fairy stories and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say. Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another. Recognises simple recurring literary language in stories and poetry. Recognises and understands the different structures of non-fiction books that have been introduced. Asks and answers questions appropriately, including simple inference based on what is said and done. 	<ul style="list-style-type: none"> Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence. Books are selected in order to challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic. Demonstrates an understanding of more challenging age appropriate texts. Identifies key aspects of fiction and non-fiction. Can give simple explanations of how and why texts are structured according to their purpose. Gives plausible inferences and predictions, based on what has been read, are offered and explained. New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.

- Make simple predictions on what might happen next, based on what has been read so far.

- Can make predictions about what may happen next and at the end of the story based on what has been read so far, independently and as a part of a group, considering others opinions.
- Identifies cause and effect in both narrative and non-fiction (what prompted a character's behaviour in a story; why certain dates are commemorated annually)
- Shares favourite words and phrases, and clarifies the meaning of new words through discussion.

Year 3 Reading

Working Towards

Expected –all objectives to be achieved

Greater Depth

Building on Y2.....

- Phonic knowledge and skills are consistently applied to decode quickly and accurately. Attempts longer unknown words.
- Self-corrects where the sense of the text is lost.
- Is beginning to use appropriate intonation when reading aloud.
- Demonstrates knowledge of a developing range of poetry, stories and non-fiction.
- Can identify key aspects of a text read and plays an active role when discussing texts.
- Shares favourite words and phrases.
- Discusses sequences of events in narratives and how information in a non-narrative text relates to one another.
- Recognises simple recurring literary language in stories and poetry.
- Recognises and understands the different structures of non-fiction books that have been introduced.
- With support can use a contents page.
- Asks and answers questions appropriately, including simple inference based on what is said and done.

- Generally reads fluently, decoding most new words outside everyday spoken vocabulary.
- Can read longer words with support and tests out different pronunciations.
- Use dictionaries to check the meaning of words they have read.
- Reading is seen as a pleasurable activity.
- Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts.
- Identifies conventions across familiar stories and recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Retrieves and records information from non-fiction, using contents pages to locate information.
- Predict what might happen from details stated and implied.
- Draws simple inferences such as inferring characters' feelings.

- Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues.
- Reads independently both aloud and silently.
- When reading aloud there is some awareness of the audience (e.g. changes in dynamics, pace, voices).
- Demonstrates experience of a broader range of genres, authors and texts from different periods in time.
- Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.
- Uses appropriate terminology when discussing texts (e.g. plot, character, setting).
- Can compare and contrast across texts, justifying identified similarities and differences.
- Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.
- Justifies inferences and deductions with evidence from the text.

<ul style="list-style-type: none"> Can make predictions about what may happen next and at the end of the story based on what has been read so far. 		
Year 4 Reading		
Working Towards	Expected –all objectives to be achieved	Greater Depth
<p>Building on Y3.....</p> <ul style="list-style-type: none"> Generally reads fluently, decoding most new words outside everyday spoken vocabulary. Beginning to read further exception words. Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Reads with appropriate intonation. Re-reads passages to ensure understanding. Reads and re-reads a variety of texts, but sticks closely to known text types or authors. Recognises simple themes across unfamiliar stories such journeys, good vs. evil. Identifies text types using their conventions (e.g. Headlines in newspapers, address in letters, headings in reports). Retrieves and records information from non-fiction, using contents pages to locate information. Knows the job of an index page, but need support to use it effectively. With support, talks about key phrases an author has used to deepen description. 	<ul style="list-style-type: none"> Reads words effortlessly by decoding. Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Use dictionaries to check the meaning of words they have read. Sees reading as a pleasurable activity. Reads silently and discusses what they have read. Reads aloud with appropriate intonation, showing their understanding. Develops positive attitudes by listening to, reading and discussing a wide range of fiction, poetry, play, non-fiction and reference books Checks that the text makes sense, questioning understanding with unfamiliar words or phrases. Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Is beginning to choose and read a wider range of books including authors that they may not have previously chosen. Beginning to recognise conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions. Recognises patterns in what they read, such as triumph over evil or use of magical devices 	<ul style="list-style-type: none"> Reads a wider range of challenging texts that are above chronological age with fluency and understanding. Reads silently with increasing stamina and appraises the text. Shows awareness of the audience when reading out loud. Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background. Compares and contrasts a range of writing conventions commenting on their purpose and audience. Explains the reasoning of organisational devices, including glossaries. Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing. Is beginning to comment on the effectiveness of the author's choice of language. Recognises and recalls key landmarks within a story. Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them.

<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Draws simple inferences such as inferring characters' feelings. 	<ul style="list-style-type: none"> • Retrieves and records information from non-fiction using contents pages and indexes to locate information, knowing what to look for before reading. • Discusses language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts. • Explores new vocabulary making links to known vocabulary. • Summarises and presents a familiar story in their own words. Predicts what might happen from details stated and implied. • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence. 	<ul style="list-style-type: none"> • Is beginning to read between the lines.
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Year 5 Reading		
Working Towards	Expected –all objectives to be achieved	Greater Depth
<p>Building on Y4.....</p> <ul style="list-style-type: none"> Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Use dictionaries to check the meaning of words they have read. Reads silently and discusses what they have read. Reads aloud with appropriate intonation. Checks that the text makes sense, questioning understanding with unfamiliar words or phrases. Is choosing a wider range of texts and books including authors that they may not have previously chosen. Recognises and explains structural conventions of common text types (e.g. Headlines in newspapers, address in letters, headings in reports). Knows the difference between simile and metaphor and can spot the two in writing. 	<ul style="list-style-type: none"> Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology). Sees reading as a pleasurable activity. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Recommends books to others based on own reading preferences. Demonstrates an increasing 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. Checks that reading makes sense, discussing their understand and exploring the meaning of new words in context. Accurately reads new vocabulary ad technical terms which might be key to the meaning of a sentence or paragraph. 	<ul style="list-style-type: none"> Reads a wider range of challenging texts that are above chronological age with fluency and understanding. Shows a deeper understanding of morphology and etymology. Shows awareness of the audience when reading out loud, using a range of devices for effect. Recommends texts based on personal choice, giving reasons for these choices. Actively engages with a wide variety of genres. Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences. Evaluates the use of figurative language and explain how it has created an effect and impact on the reader. Navigates and efficiently retrieves a variety of information from a range of fiction and non-fiction sources. Shows empathy towards a character and justifies reasons for their actions or opinions. Makes notes when analysing texts, including précising paragraphs.

<ul style="list-style-type: none"> • Retrieves and records information from non-fiction using contents and index pages. • Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning. • Summarises stories in their own words. • Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence. 	<ul style="list-style-type: none"> • Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies. • Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. • In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found. • Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea. 	
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Year 6		
Working Towards	Expected –all objectives to be achieved	Greater Depth
<p>Building on Y5.....</p> <ul style="list-style-type: none"> Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology). Sees reading as a pleasurable activity. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry. Demonstrates an increasing familiarity with a wide range of books and texts. Recommends books to others based on own reading preferences. Associates certain conventions and certain text types including language and structure. Uses technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. Knows what is meant by 'figurative language'. Recognises themes across texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. Knows the difference between fact and opinion and with support can spot examples in a given text. In using non-fiction, efficiently retrieves information and makes notes. 	<ul style="list-style-type: none"> Fluently and effortlessly reads a range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes. Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions. Recommends books to others based on own reading preferences, giving reasons for choice. Has learned a wide range of poetry by heart. Explains how language, structure, and presentation, can contribute to the meaning of a text. Draws on contextual evidence to make sense of what is read. Comments on how language, including figurative language, is used to contribute to meaning. Naturally asks questions to enhance understanding of the text. Is able to make comparisons across different texts. Provides reasoned justifications orally and in writing for their views about a text and use relevant quotes. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> Fluently reads a wider range of challenging texts that are above chronological age with fluency and understanding. Confidently performs given texts, including poems, using a wide range of devices to engage the audience and for effect. Recommends authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice. Compares language, structure and presentation across texts and debates which is the most effective. Critiques the use of figurative language, including how it is used for effect. Can challenge key ideas within a text. Reads extended texts, including novels, examining how characters change and develop. Draws inferences based on indirect clues and can justify their thinking. Can give counter-arguments to an alternative viewpoint, based on evidence from the text. Analyses texts and draws out key information to support their own research. Can summarise the main ideas of text in a nut shell. Compares and contrasts across a broad range of texts, drawing on evidence from the text.

<ul style="list-style-type: none"> Summarises main ideas drawn from across given texts. Draws inferences and makes predictions based on details which are stated and implied – giving evidence as to their thinking. 	<ul style="list-style-type: none"> Makes predictions based on details stated and implied. Distinguishes between statements of fact and opinion. In non-fiction, retrieves records and presents information to the reader. Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph. Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. Distinguishes between fact and opinion. 	<ul style="list-style-type: none"> Can categorise texts according to given criterion, including key themes and conventions.
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