

Year Group	End of Year Expectations for Reading
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i></li> <li>• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>
<b>Pre-School</b>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences.</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> <li>- Shows awareness of rhyme and alliteration</li> <li>- Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>- Claps or taps the syllables in words during sound play</li> <li>- Hears and says the initial sound in words</li> </ul> </li> </ul>

<p><b>Reception</b></p>	<p><b>Reading: Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound- blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<p><b>Year One</b></p>	<p><b>Reading: Word Reading</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> </ul>

	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• Understand what they read, in books they can read independently, by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read</li> </ul>
<p><b>Year Two</b></p>	<p><b>Reading: Word Reading</b></p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Reading: Comprehension</b></p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

*Understand both the books that they can already read accurately and fluently and those that they listen to by:*

- 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 questions
- predicting what might happen on the basis of what has been read so far
- 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.