



Key End Points - for end of year

Subject: Reading

Ready to Progress Criteria...

EYFS	
Word Reading	
<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Comprehension	
<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	



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Year One	
Word Reading	
<ul style="list-style-type: none">• I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.• I can confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts. (I am in at least yellow RWI group).• I can confidently and accurately read the full range of common exception words for YR 1 (NC Spelling appendix 1).• I can read pseudo (alien) words with accuracy and fluency.	
Comprehension	
<ul style="list-style-type: none">• I securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support.• I can answer questions about a familiar book that is read to me.	

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Year Two	
Word Reading	
<ul style="list-style-type: none"> • Read most common exception words. • In age-appropriate books, the pupil can: <ul style="list-style-type: none"> • Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. • Sound out most unfamiliar words accurately, without undue hesitation. 	
Comprehension	
<ul style="list-style-type: none"> • In a book that they can already read fluently, the pupil can: <ul style="list-style-type: none"> • Check it makes sense to them, correcting any inaccurate reading. • Answer questions and make some inferences. 	



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Year Three	
Word Reading	
<ul style="list-style-type: none">• Reads most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.• Read with fluency a range of age-appropriate text types. Read at a speed sufficient for them to focus on understanding (at least 90 words per minute).	
Comprehension	
<ul style="list-style-type: none">• Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.• Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions.• Retrieve and record information confidently from texts.	



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Year Four	
Word Reading	
<ul style="list-style-type: none">• Reads all of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.• Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4.• Read almost all common exception words automatically, noting unusual correspondence between spelling and sound.	
Comprehension	
<ul style="list-style-type: none">• Without prompting, draw inferences & justify with evidence e.g. characters' feelings, thoughts & motives, from their actions or words. Draw comparisons.• Identify how language, structure & presentation contribute to meaning e.g. 'threatening' means that a storm is close & could be dangerous.• Provide explanations which show their high level of understanding of the text.	

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Year Five	
Word Reading	
<ul style="list-style-type: none"> • Reads almost all of the Year 5/6 statutory spelling words. • Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix. • With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	
Comprehension	
<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. • Make comparisons within and across texts e.g. compare two works by one author. • Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. • Distinguish fact from opinion, with an awareness of ambiguity. 	



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Year Six	
Word Reading	
<ul style="list-style-type: none">• I can read age-appropriate books with confidence and fluency (including whole novels).• I can work out the meaning of words from the context.	
Comprehension	
<ul style="list-style-type: none">• I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.• I can summarise main ideas, identifying key details and using quotations for illustration.• I can evaluate how authors use language, including figurative language, considering the impact on the reader.• I can make comparisons within and across books.	