

Brunswick House Primary School
End of Year 1 – 6 End of Year Reading Expectations

Year 1

Children working at the expected standard 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 and contractions (for example, I’m, I’ll, we’ll).
To read texts that are consistent with their developing phonics 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 at 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.

The statements in **green** relate to word reading and the statements in **blue** relate to comprehension.

Year 2

Children working at the expected standard can:
Read accurately most word of two or more syllables.
Read most words containing common suffixes.
Read most common exception words.
Read words accurately and fluently without overt sounding and blending, e.g. 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 inferences on the basis of what is being said and done in a familiar text.

The statements in **green** relate to word reading and the statements in **blue** relate to comprehension.

Year 3 and 4

Children working at the expected standard 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, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- 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 including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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.

The statements in **green** relate to word reading and the statements in **blue** relate to comprehension.

Year 5 and 6

Children are beginning to independently apply their knowledge:
To read fluently with full knowledge of Y5/Y6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognizing their meaning through contextual cues.
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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.

The statements in **green** relate to word reading and the statements in **blue** relate to comprehension.