

## Reading End Points

Strand	Year 1	Year 2
<b>SSP Level /Book Band</b>	Can read Phase 5 Set 3 Little Wandle books fluently	Can read gold book band books fluently.
<b>Reading Behaviours and Fluency</b>	<p>Can relate reading to own experiences.</p> <p>Can re-read if reading does not make sense.</p> <p>Can re-tell with considerable accuracy.</p> <p>Can read aloud with pace and expression, i.e. pause at full stop; raise voice for question.</p> <p>Can recognise the difference between fiction and non-fiction texts</p>	<p>In age-appropriate books, the pupil can read most words accurately without overt sounding and blending</p> <p>Can read ahead to help with fluency and expression.</p> <p>Can use commas, question marks and exclamation marks to vary expression.</p> <p>Can read aloud with expression and intonation</p> <p>Can use content and index to locate information</p>
<b>Word Reading</b>	<p>Secure with year group phonic expectations.</p> <p>Can read accurately many words of two or more syllables containing graphemes taught so far</p> <p>Can read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>Can read most words containing common Year 1 suffixes</p> <p>Can read most Year 1 common exception words</p> <p>Can sound out most unfamiliar words accurately</p>	<p>Secure with year group phonic expectations.</p> <p>Can read accurately most words of two or more syllables</p> <p>Can read most words containing common suffixes</p> <p>Can read most common exception words</p> <p>Can 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</p> <p>Can sound out most unfamiliar words accurately, without undue hesitation</p>
<b>Comprehension</b>	<p>Can answer questions and make some inferences</p> <p>Can join in discussions about what has happened so far in what they have read</p> <p>Can discuss the significance of title and events.</p> <p>Can make predictions on basis of what has been read.</p> <p>Can recognise and join in with predictable phrases</p> <p>Can make inferences on basis of what is being said and done.</p>	<p>Can check that it makes sense to them, correcting any inaccurate reading</p> <p>Can answer questions and make some inferences about characters and places</p> <p>Can explain what has happened so far in what they have read</p> <p>Comment on plot, setting &amp; characters in familiar &amp; unfamiliar stories.</p> <p>Can recount main themes and events.</p> <p>Can comment on structure of the text</p>
<b>Vocabulary and Reading Grammar</b>	Know why the writer has used full stops, question marks and exclamation marks in a text.	<p>Can recognise commas in lists apostrophe of omission and possession (singular noun)</p> <p>Can identify past/present tense and why the writer has used a tense</p>

Strand	Year 3	Year 4
<b>Book Band/ Age appropriate novel</b>	Can read copper book band books fluently	Can read age appropriate texts fluently (including whole novels)
<b>Reading Behaviours and Fluency</b>	<p>In age appropriate books can read sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>Can read aloud with intonation that shows understanding</p> <p>Can read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>Can check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty</p>	<p>In age-appropriate1 books, the pupil can: read aloud fluently with intonation that shows understanding</p> <p>Can read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>Can check that the text makes sense, correcting when meaning is lost</p> <p>Can use appropriate voices for characters within a story.</p> <p>Can skim &amp; scan to locate information and/or answer a question</p>
<b>Word Reading</b>	Can read accurately many polysyllabic and multi-morphemic words and further exception words	Can read accurately most polysyllabic and multi-morphemic words and further exception words
<b>Comprehension</b>	<p>Can make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Can summarise main ideas from what has been read</p> <p>Can retrieve information from non-fiction</p> <p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Can comment on the way characters relate to one another.</p>	<p>Can make plausible predictions about what might happen on the basis of what has been read so far</p> <p>Can summarise main ideas providing key details</p> <p>Can retrieve information from non-fiction</p> <p>Can draw inferences and justify their opinions through discussions</p> <p>Can make links between the book they are reading and other books they have read</p> <p>Can give a personal point of view on a text.</p> <p>Can re-explain a text with confidence.</p> <p>Can justify inferences with evidence, predicting what might happen from details stated or implied.</p>
<b>Vocabulary and Reading Grammar</b>	<p>Can recognise how commas are used to give more meaning.</p> <p>Can recognise inverted commas</p> <p>Can explain the difference that the precise choice of adjectives and verbs makes.</p> <p>Can recognise plurals, pronouns, collective nouns and adverbs</p>	<p>Can recognise apostrophe of possession (plural)</p> <p>Can identify how sentence type can be changed e.g. by altering word order, tenses, adding/deleting words or amending punctuation.</p> <p>Can explain why a writer has used different sentence types or a particular word order and the effect it has created.</p>

Strand	Year 5	Year 6
<b>Book Band/ Age appropriate novel</b>	Can read age-appropriate books with confidence and fluency	Can read age-appropriate1 books with confidence and fluency (including whole novels)
<b>Reading Behaviours and Fluency</b>	Can vary voice for direct or indirect speech. Can read aloud with intonation that shows understanding	Can skim and scan to aide note-taking. Can read aloud fluently with intonation that shows understanding
<b>Word Reading</b>	Can apply word reading skills built up to Year 4 accurately	Can apply word reading skills built up to Year 4 accurately
<b>Comprehension</b>	<p>Can summarise main points of an argument or discussion within their reading and make up own mind about issue/s.</p> <p>Can compare between two texts</p> <p>Can appreciate that people use bias in persuasive writing.</p> <p>Can appreciate how two people have a different view on the same event.</p> <p>Can draw inferences and justify with evidence from the text.</p> <p>Can use more than one source when carrying out research.</p> <p>Can predict what might happen from details stated and implied</p> <p>Can summarise main ideas identifying key details</p> <p>Can retrieve information from non-fiction</p> <p>Can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p>Can make comparisons between books they have read</p> <p>Can evaluate authors use of language, beginning to consider the impact on the reader</p>	<p>Can refer to text to support opinions and predictions.</p> <p>Can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p>Can predict what might happen from details stated and implied</p> <p>Can retrieve information from non-fiction</p> <p>Can summarise main ideas, identifying key details and using quotations for illustration</p> <p>Can create a set of notes to summarise what has been read</p> <p>Can make comparisons within and across books</p> <p>Can give a view about choice of vocabulary, structure, etc.</p> <p>Can distinguish between fact and opinion.</p> <p>Can appreciate how a set of sentences has been arranged to create maximum effect.</p> <p>Can explain how a writer has used sentences to create particular effects.</p> <p>Can evaluate how authors use language, including figurative language, considering the impact on the reader</p>
<b>Vocabulary and Reading Grammar</b>	<p>Can work out the meaning of words from context, checking that the text makes sense</p> <p>Can explain how and why a writer has used clauses to add information to a sentence.</p>	<p>Can work out the meaning of words from context</p> <p>Can recognise complex sentences with more than one subordinate clause and phrases which add detail to sentences</p>