



Grange Primary Academy

The best in everyone™

Part of United Learning

Reading End of Year Expectations

2024 - 2025

Expectations of EYFS Framework

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

| | Nursery | Reception |
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| | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> ○ print has meaning ○ print can have different purposes ○ we read English text from left to right and from top to bottom ○ the names of the different parts of a book ○ page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense. |

Early Learning Goals

| | Word reading | Reading- comprehension |
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| | <p>Children at the expected level of development will:</p> <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. | <p>Children at the expected level of development will:</p> <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 • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |

Expectations of National Curriculum

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

| | Word reading | Reading- comprehension |
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| Y1 | <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• read other words of more than one syllable that contain taught GPCs• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)• 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• re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.• being encouraged to link what they read or hear read to their own experiences• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• recognising and joining in with predictable phrases• learning to appreciate rhymes and poems, and to recite some by heart• discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those 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• discussing the significance of the title and events• making inferences on the basis of what is being said and done• predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• explain clearly their understanding of what is read to them. |

Y2

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

- **develop pleasure in reading, motivation to read, vocabulary and understanding by:**
- 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
- 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.**

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| LKS2 | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> |
| UKS2 | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. | <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |

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| | | <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. |
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Overview of subject progression

EYFS

| | Word Reading | Reading Comprehension |
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| Nursery | <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> Join in with nursery rhymes Sing some nursery rhymes independently Explore body percussion Tuning into voice sounds Talking about sounds Spot and suggest rhymes Distinguish between environmental sounds. Exploring speech sounds Spot and suggest rhymes- Experience and appreciate rhythm and to develop awareness of rhythm in speech Spot and suggest rhymes Develop awareness of sounds made with instruments Orally blend and segment words Count or clap syllables in a word Recognise words with the same initial sound, such as money, mother | <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> key events, characters and setting from familiar stories. answer who, what and where questions from stories. <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning the names of the different parts of a book (Begin to talk about the features and purpose of non-fiction texts) print can have different purposes page sequencing we read English text from left to right and from top to bottom |
| Reception | <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words. Continue a rhyming string. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <ul style="list-style-type: none"> Answer 'what' questions related to a story Answer who, what and where questions about a book. Sequence the main events in a story. Retell the main events in a story. Record and retell stories in simple ways: story maps, role play, retelling. |

Key Stage 1 and 2

| | Word reading | Reading- comprehension |
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| Y1 | <ul style="list-style-type: none"> ▪ 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 ▪ re-read these books to build up their fluency and confidence in word reading. • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <ul style="list-style-type: none"> ▪ discussing word meanings, linking new meanings to those already known ▪ understand both the books they can already read accurately and fluently and those they listen to by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them. |
| Y2 | <ul style="list-style-type: none"> ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> ▪ 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. |
| Y3 | <ul style="list-style-type: none"> • To develop vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. • To develop understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. • To develop knowledge and skills in reading non-fiction about a wide range of subjects. • When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should]. | <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings • ask questions to enhance understanding of the text • identify basic themes and conventions • make predictions based on details stated • explain and discuss their understanding of what they have read • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions • begin to identify how language, structure, and presentation contribute to meaning • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> |

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| | | <p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> |
| Y4 | <ul style="list-style-type: none"> To develop vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. To develop understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. To develop knowledge and skills in reading non-fiction about a wide range of subjects. | <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context comment on how language is used to contribute to meaning; asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence explain and justify personal opinion predicting what might happen from details stated and implied identifying how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. distinguish between statements of fact and opinion <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> |
| Y5 | . | <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning distinguish between statements of fact and opinion discuss and evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. |

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| Y6 | . | <ul style="list-style-type: none">• recommending books that they have read to their peers, giving detailed reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• distinguish between statements of fact and opinion• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views |
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Leading to KS3 National Curriculum Expectations

| | Word reading | Reading comprehension |
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| KS3 | <ul style="list-style-type: none">N/A | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">develop an appreciation and love of reading, and read increasingly challenging material independently through:<ul style="list-style-type: none">reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literaturechoosing and reading books independently for challenge, interest and enjoymentrereading books encountered earlier to increase familiarity with them and provide a basis for making comparisonsunderstand increasingly challenging texts through:<ul style="list-style-type: none">learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionariesmaking inferences and referring to evidence in the textknowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehensionchecking their understanding to make sure that what they have read makes senseread critically through:<ul style="list-style-type: none">knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaningrecognising a range of poetic conventions and understanding how these have been usedstudying setting, plot, and characterisation, and the effects of theseunderstanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a playmaking critical comparisons across textsstudying a range of authors, including at least 2 authors in depth each year |

Whole Class Texts

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|--|--|---|---|--|
| Year 1 | <ul style="list-style-type: none"> Owl Babies The Tiger who came to tea. Funny Bones Dogger The Odd Egg | <ul style="list-style-type: none"> We're going on a bear hunt. Tiddler The Three Little Pigs. The Smeds and the Smoos. | <ul style="list-style-type: none"> After the Fall. The Queen's hat. George and the Dragon. Princess Rose and the Golden Glasses. | <ul style="list-style-type: none"> Last Stop on Market Street. Julian is a Mermaid. The Squirrels who squabbled. Billy and the Beast. | <ul style="list-style-type: none"> The Cloud Spotter. Mr Grumpy's Motorcar. Mrs Armitage on Wheels. Oil! Get off our train. A Cloudy Lesson (animation). | <ul style="list-style-type: none"> The Magic Paintbrush. Here we are. Mariama: Different but just the same. The Lion Inside. |
| Year 2 | <ul style="list-style-type: none"> George's Marvellous Medicine A Way to the Stars | <ul style="list-style-type: none"> Einstein the Penguin The Proudest Blue | <ul style="list-style-type: none"> Flat Stanley Three to Tango | <ul style="list-style-type: none"> Vlad and The Great Fire of London. Magic Faces | <ul style="list-style-type: none"> The Enchanted Wood The Rainbow Bear | <ul style="list-style-type: none"> An Alien in the Jam Jar. Space Girl |

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| Year 3 | <ul style="list-style-type: none"> • The wild robot. | <ul style="list-style-type: none"> • Vlad the Drac | <ul style="list-style-type: none"> • Marcy and the Riddle of the Sphinx | <ul style="list-style-type: none"> • Agent Asha: Mission Shark Bytes | <ul style="list-style-type: none"> • Charlie Changes into a Chicken | <ul style="list-style-type: none"> • My Name is Not Refugee |
| Year 4 | <ul style="list-style-type: none"> • Charlotte's Web | <ul style="list-style-type: none"> • The Legend of Podkin One-Ear | <ul style="list-style-type: none"> • The Demon Headmaster | <ul style="list-style-type: none"> • The Explorer | <ul style="list-style-type: none"> • The Lion, the Witch and the Wardrobe | <ul style="list-style-type: none"> • Cloud Busting |
| Year 5 | <ul style="list-style-type: none"> • Wonder | <ul style="list-style-type: none"> • Kick | <ul style="list-style-type: none"> • The Boy at the back of the class. | <ul style="list-style-type: none"> • The River Singers | <ul style="list-style-type: none"> • A kind of Spark. | <ul style="list-style-type: none"> • A story Like the Wind |
| Year 6 | <ul style="list-style-type: none"> • Harry Potter and the Philosopher's Stone. | <ul style="list-style-type: none"> • Holes. | <ul style="list-style-type: none"> • The No-Where Emporium. | <ul style="list-style-type: none"> • Who let the Gods out? | <ul style="list-style-type: none"> • House with Chicken Legs. | <ul style="list-style-type: none"> • Can you see me? |