

## Stowe Valley Primary Reading Expectations

Objectives, which are highlighted in green, must be evidenced to show a child is expected; yellow highlights are desirable but not essential to show an expected child.

<b>Year 1 Reading</b>		
<i>Working Towards</i>	<i>Expected –all objectives to be achieved</i>	<i>Greater Depth</i>
<p><b>Building on EYFS....</b></p> <ul style="list-style-type: none"> <li>Reads and understands simple sentences.</li> <li>Uses phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Reads some common irregular words.</li> <li>Needs prompting when what they have just read did not make sense.</li> <li>Joins in with familiar rhymes and poems.</li> <li>Demonstrates an understanding when talking with others about what they have read.</li> <li>Can re-tell familiar stories.</li> <li>Knows that some books tell stories and others give information.</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud books consistent with phonic knowledge - accurately, confidently and fluently.</li> <li>Responds speedily with the correct sound to graphemes to all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately.</li> <li>Recognises and reads common words; words with –s, -es, -ing, -ed, -er and –est endings; and words of more than one syllable containing taught GPCs. Recognises and reads words with contractions, and demonstrates understanding of the apostrophe.</li> <li>Reads all common exception words in Appx 1</li> <li>Reading is mostly seen as a pleasurable activity.</li> <li>Reads aloud with some intonation and expression</li> <li>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</li> <li>Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear.</li> <li>Demonstrates understanding of poetry, stories, and non-fiction that has been read and listened to, through discussion of key ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently reads aloud more complex texts, including those beyond their chronological age.</li> <li>Reads accurately a range of words with more than one syllable, making confident attempts where beyond taught GPCs.</li> <li>Is beginning to read common exception words such as smiling, runner etc.</li> <li>Tests out alternative graphemes for phonemes when reading unfamiliar words.</li> <li>Can discuss preferences about stories they have read or have been read to them (e.g. likes/dislikes).</li> <li>Knows when what they have just read does not makes sense - leading to re-reading. Reads signs and labels beyond the classroom.</li> <li>Can talk about favourite authors, poems or genres.</li> <li>Deduces possible meanings to unknown words drawing on the wider sentence or context.</li> <li>Discuss any links with the text and something they have experienced themselves.</li> <li>Can outline a familiar story.</li> </ul>

	<ul style="list-style-type: none"><li>• Uses recurring literary language when joining in with stories and poetry.</li><li>• Shows understanding of the meaning of words through discussion, and makes links to those already known.</li><li>• Recognises sequences of events in simple texts.</li><li>• Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</li><li>• Makes simple inferences about characters and events</li><li>• Recognises that non-fiction books can be structured in different ways.</li><li>• Make simple predictions on what might happen next, based on what has been read so far.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates a growing awareness of how to use non-fiction books to find information.</li><li>• Draws on the pictures as well as the text to help them read.</li><li>• Predicts what might happen next, giving reasons for their thinking.</li><li>• Predicts what a book may be about based on the front cover.</li></ul>
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## Year 2

### Working Towards

### Expected –all objectives to be achieved

### Greater Depth

#### Building on Y1.....

- Reads aloud books consistent with phonic knowledge - accurately, confidently and fluently.
- Applies phonic knowledge and skills when tackling unfamiliar words to decode age appropriate texts accurately.
- Accurately reads words with s, -es, -ing, -ed, -er and – est endings. Beginning to read common exception words.
- Reading is seen as a pleasurable activity.
- Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.
- Mirrors modelled intonation when reading with someone else.
- Demonstrates understanding of poetry, stories, and non-fiction and can discuss key characters.
- Recognises sequences of events in simple texts.
- Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.
- Uses recurring literary language when retelling stories.
- Recognises that non-fiction books can be structured in different ways.
- Answers simple questions based on the story so far.
- Make simple predictions on what might happen next, based on what has been read so far.

- Phonic knowledge and skills are consistently applied to decode quickly and accurately.
- Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.
- Reading is seen as a pleasurable activity.
- Self-corrects where the sense of the text is lost.
- Is beginning to use appropriate intonation when reading aloud.
- Demonstrates knowledge of developing range of poetry, stories (including fairy stories and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.
- Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.
- Recognises simple recurring literary language in stories and poetry.
- Recognises and understands the different structures of non-fiction books that have been introduced.
- Asks and answers questions appropriately, including simple inference based on what is said and done.
- Can make predictions about what may happen next and at the end of the story based on what has been read so far, independently and as a part of a group, considering others opinions.
- Identifies cause and effect in both narrative and non-

- Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence.
- Books are selected in order to challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic.
- Demonstrates an understanding of more challenging age appropriate texts.
- Identifies key aspects of fiction and non-fiction.
- Can give simple explanations of how and why texts are structured according to their purpose.
- Gives plausible inferences and predictions, based on what has been read, are offered and explained.
- New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.

	<p>fiction (what prompted a character's behaviour in a story; why certain dates are commemorated annually)</p> <ul style="list-style-type: none"><li>• Shares favourite words and phrases, and clarifies the meaning of new words through discussion.</li></ul>	
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## Year 3 Reading

### Working Towards

### Expected –all objectives to be achieved

### Greater Depth

Building on Y2.....

- Phonic knowledge and skills are consistently applied to decode quickly and accurately. Attempts longer unknown words.
- Self-corrects where the sense of the text is lost.
- Is beginning to use appropriate intonation when reading aloud.
- Demonstrates knowledge of a developing range of poetry, stories and non-fiction.
- Can identify key aspects of a text read and plays an active role when discussing texts.
- Shares favourite words and phrases.
- Discusses sequences of events in narratives and how information in a non-narrative text relates to one another.
- Recognises simple recurring literary language in stories and poetry.
- Recognises and understands the different structures of non-fiction books that have been introduced.
- With support can use a contents page.
- Asks and answers questions appropriately, including simple inference based on what is said and done.
- Can make predictions about what may happen next and at the end of the story based on what has been read so far.

- Generally reads fluently, decoding most new words outside everyday spoken vocabulary.
- Can read longer words with support and tests out different pronunciations.
- Use dictionaries to check the meaning of words they have read.
- Reading is seen as a pleasurable activity.
- Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts.
- Identifies conventions across familiar stories and recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Retrieves and records information from non-fiction, using contents pages to locate information.
- Predict what might happen from details stated and implied.
- Draws simple inferences such as inferring characters' feelings.

- Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues.
- Reads independently both aloud and silently.
- When reading aloud there is some awareness of the audience (e.g. changes in dynamics, pace, voices).
- Demonstrates experience of a broader range of genres, authors and texts from different periods in time.
- Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.
- Uses appropriate terminology when discussing texts (e.g. plot, character, setting).
- Can compare and contrast across texts, justifying identified similarities and differences.
- Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.
- Justifies inferences and deductions with evidence from the text.

## Year 4 Reading

### Working Towards

### Expected –all objectives to be achieved

### Greater Depth

Building on Y3.....

- Generally reads fluently, decoding most new words outside everyday spoken vocabulary.
- Beginning to read further exception words.
- Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- Reads with appropriate intonation. Re-reads passages to ensure understanding.
- Reads and re-reads a variety of texts, but sticks closely to known text types or authors.
- Recognises simple themes across unfamiliar stories such journeys, good vs. evil.
- Identifies text types using their conventions (e.g. Headlines in newspapers, address in letters, headings in reports).
- Retrieves and records information from non-fiction, using contents pages to locate information.
- Knows the job of an index page, but need support to use it effectively.
- With support, talks about key phrases an author has used to deepen description.
- Predict what might happen from details stated and implied.
- Draws simple inferences such as inferring characters' feelings.

- Reads words effortlessly by decoding. Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Use dictionaries to check the meaning of words they have read.
- Sees reading as a pleasurable activity.
- Reads silently and discusses what they have read. Reads aloud with appropriate intonation, showing their understanding.
- Develops positive attitudes by listening to, reading and discussing a wide range of fiction, poetry, play, non-fiction and reference books
- Checks that the text makes sense, questioning understanding with unfamiliar words or phrases.
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Is beginning to choose and read a wider range of books including authors that they may not have previously chosen.
- Beginning to recognise conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.
- Recognises patterns in what they read, such as triumph over evil or use of magical devices
- Retrieves and records information from non-fiction using contents pages and indexes to locate information, knowing what to look for before reading.
- Discusses language, including vocabulary, used in a variety of texts to support the understanding of the meaning and

- Reads a wider range of challenging texts that are above chronological age with fluency and understanding.
- Reads silently with increasing stamina and appraises the text.
- Shows awareness of the audience when reading out loud.
- Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background.
- Compares and contrasts a range of writing conventions commenting on their purpose and audience.
- Explains the reasoning of organisational devices, including glossaries.
- Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing.
- Is beginning to comment on the effectiveness of the author's choice of language.
- Recognises and recalls key landmarks within a story.
- Use inference and deduction to identify the characteristics of more than one character in the story and to comment

	<p>comprehension of those texts.</p> <ul style="list-style-type: none"><li>• Explores new vocabulary making links to known vocabulary.</li><li>• Summarises and presents a familiar story in their own words. Predicts what might happen from details stated and implied.</li><li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</li></ul>	<p>on the relationship between them.</p> <ul style="list-style-type: none"><li>• Is beginning to read between the lines.</li></ul>
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## Year 5 Reading

### Working Towards

### Expected –all objectives to be achieved

### Greater Depth

#### Building on Y4.....

- Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.
- Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Use dictionaries to check the meaning of words they have read.
- Reads silently and discusses what they have read. Reads aloud with appropriate intonation.
- Checks that the text makes sense, questioning understanding with unfamiliar words or phrases.
- Is choosing a wider range of texts and books including authors that they may not have previously chosen.
- Recognises and explains structural conventions of common text types (e.g. Headlines in newspapers, address in letters, headings in reports).
- Knows the difference between simile and metaphor and can spot the two in writing.
- Retrieves and records information from non-fiction using contents and index pages.
- Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning.

- Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).
- Sees reading as a pleasurable activity.
- Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.
- Recommends books to others based on own reading preferences.
- Demonstrates an increasing 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.
- Checks that reading makes sense, discussing their understand and exploring the meaning of new words in context.
- Accurately reads new vocabulary and technical terms which might be key to the meaning of a sentence or paragraph.
- Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.
- Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when

- Reads a wider range of challenging texts that are above chronological age with fluency and understanding.
- Shows a deeper understanding of morphology and etymology.
- Shows awareness of the audience when reading out loud, using a range of devices for effect.
- Recommends texts based on personal choice, giving reasons for these choices.
- Actively engages with a wide variety of genres.
- Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences.
- Evaluates the use of figurative language and explain how it has created an effect and impact on the reader.
- Navigates and efficiently retrieves a variety of information from a range of fiction and non-fiction sources.
- Shows empathy towards a character and justifies reasons for their actions or opinions.
- Makes notes when analysing texts, including précis paragraphs.

<ul style="list-style-type: none"><li>• Summarises stories in their own words.</li><li>• Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence.</li></ul>	<p>discussing texts.</p> <ul style="list-style-type: none"><li>• In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found.</li><li>• Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.</li><li>• Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.</li></ul>	
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## Year 6

### Working Towards

### Expected –all objectives to be achieved

### Greater Depth

#### Building on Y5.....

- Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).
- Sees reading as a pleasurable activity.
- Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry.
- Demonstrates an increasing familiarity with a wide range of books and texts.
- Recommends books to others based on own reading preferences.
- Associates certain conventions and certain text types including language and structure.
- Uses technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. Knows what is meant by 'figurative language'.
- Recognises themes across texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.
- Knows the difference between fact and opinion and with support can spot examples in a given text.
- In using non-fiction, efficiently retrieves information and makes notes.
- Summarises main ideas drawn from across given texts.
- Draws inferences and makes predictions based on details which are stated and implied – giving evidence

- Fluently and effortlessly reads a range of age appropriate texts.
- Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes.
- Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.
- Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.
- Demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions.
- Recommends books to others based on own reading preferences, giving reasons for choice.
- Has learned a wide range of poetry by heart.
- Explains how language, structure, and presentation, can contribute to the meaning of a text.
- Draws on contextual evidence to make sense of what is read.
- Comments on how language, including figurative language, is used to contribute to meaning.
- Naturally asks questions to enhance understanding of the text.
- Is able to make comparisons across different texts.
- Provides reasoned justifications orally and in writing for their views about a text and use relevant quotes.
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Makes predictions based on details stated and implied.
- Distinguishes between statements of fact and opinion. In non-fiction, retrieves records and presents information to the reader.
- Identifies key details that support main ideas, and uses them to

- Fluently reads a wider range of challenging texts that are above chronological age with fluency and understanding.
- Confidently performs given texts, including poems, using a wide range of devices to engage the audience and for effect.
- Recommends authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.
- Compares language, structure and presentation across texts and debates which is the most effective.
- Critiques the use of figurative language, including how it is used for effect.
- Can challenge key ideas within a text.
- Reads extended texts, including novels, examining how characters change and develop.
- Draws inferences based on indirect clues and can justify their thinking.
- Can give counter-arguments to an alternative viewpoint, based on evidence from the text.
- Analyses texts and draws out key information to support their own research.
- Can summarise the main ideas of text in a nut shell.
- Compares and contrasts across a broad range of texts, drawing on evidence from the text.
- Can categorise texts according to given criterion, including key themes and conventions.

<p>as to their thinking.</p>	<p>summarise content drawn from more than one paragraph.</p> <ul style="list-style-type: none"><li>• Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li><li>• Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</li><li>• Distinguishes between fact and opinion.</li></ul>	
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