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| READING SKILLS REC to Y6 |
|  | EYFS Skills | Key Stage 1 Skills | Lower Key Stage 2 Skills | Upper Key Stage 2 Skills |
|  | End of RECExpectations | End of Year 1Expectations | End of Year 2 Expectations | End of Year 3 Expectations | End of Year 4 Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Decoding |  | •apply phonic knowledge to decode words•speedily read all 40+ letters/groups for 40+ phonemes•read accurately by blending taught GPC•read common exception words•read common suffixes (-s, -es, -ing, -ed, etc.)•read multisyllable words containing taught GPCs•read contractions and understanding use of apostrophe•read aloud phonically-decodable texts | \*secure phonic decoding until reading is fluent\*read accurately by blending, including alternative soundsfor graphemes\*read multisyllable words containing these graphemes\*read common suffixes\*read exception words, noting unusual correspondences\*read most words quickly & accurately without overtsounding and blending | \*apply their growing knowledge of root words, prefixesand suffixes, both to read aloud and to understand themeaning of new words they meet\*read further exception words, noting the unusualcorrespondences between spelling and sound, and wherethese occur in the word | \*apply their growing knowledge of root words, prefixesand suffixes, both to read aloud and to understand themeaning of new words they meet\*read further exception words, noting the unusualcorrespondences between spelling and sound, and wherethese occur in the word | \*apply their growing knowledge of root words, prefixesand suffixes (morphology and etymology), both to readaloud and to understand the meaning of new words thatthey meet | \*apply their growing knowledge of root words, prefixesand suffixes (morphology and etymology), both to readaloud and to understand the meaning of new words thatthey meet |
| Range of Reading |  | •listening to and discussing a wide range of poems, storiesand non-fiction at a level beyond that at which they canread independently•being encouraged to link what they read or hear read totheir own experiences | \*listening to, discussing and expressing views about awide range of contemporary and classic poetry, storiesand non-fiction at a level beyond that at which they canread independently | \*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 andreading for a range of purposes | \*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 andreading for a range of purposes | \*continuing to read and discuss an increasingly widerange of fiction, poetry, plays, non-fiction and referencebooks or textbooks\*reading books that are structured in different ways andreading for a range of purposes\*making comparisons within and across books | \*continuing to read and discuss an increasingly widerange of fiction, poetry, plays, non-fiction and referencebooks or textbooks\*reading books that are structured in different ways andreading for a range of purposes\*making comparisons within and across books |
| Familiarity with texts |  | \*becoming very familiar with key stories, fairy stories andtraditional tales, retelling them and considering theirparticular characteristics\*recognising and joining in with predictable phrases | \*becoming increasingly familiar with and retelling a widerrange of stories, fairy stories and traditional tales\*recognising simple recurring literary language in storiesand poetry | \*increasing their familiarity with a wide range of books,including fairy stories, myths and legends, and retellingsome of these orally\*identifying themes and conventions in a wide range ofbooks | \*increasing their familiarity with a wide range of books,including fairy stories, myths and legends, and retellingsome of these orally\*identifying themes and conventions in a wide range ofbooks | \*increasing their familiarity with a wide range of books,including myths, legends and traditional stories, modernfiction, fiction from our literary heritage, and books fromother cultures and traditions\*identifying and discussing themes and conventions inand across a wide range of writing | \*increasing their familiarity with a wide range of books,including myths, legends and traditional stories, modernfiction, fiction from our literary heritage, and books fromother cultures and traditions\*identifying and discussing themes and conventions inand across a wide range of writing |
| Poetry and performance |  | \*learning to appreciate rhymes and poems, and to recitesome by heart | \*continuing to build up a repertoire of poems learnt byheart, appreciating these and reciting some, withappropriate intonation to make the meaning clear | \*preparing poems and play scripts to read aloud and toperform, showing understanding through intonation,tone, volume and action\*recognising some different forms of poetry | \*preparing poems and play scripts to read aloud and toperform, showing understanding through intonation,tone, volume and action\*recognising some different forms of poetry | \*learning a wider range of poetry by heartpreparing poems and plays to read aloud and to perform,showing understanding through intonation, tone andvolume so that the meaning is clear to an audience | \*learning a wider range of poetry by heartpreparing poems and plays to read aloud and to perform,showing understanding through intonation, tone andvolume so that the meaning is clear to an audience |
| Word meaning |  | \*discussing word meanings, linking new meanings tothose already known | \*discussing and clarifying the meanings of words, linkingnew meanings to known vocabulary\*discussing their favourite words and phrases | \*using dictionaries to check the meaning of words thatthey have read | \*using dictionaries to check the meaning of words thatthey have read |  |  |
| Understanding |  | \*drawing on what they already know or on backgroundinformation and vocabulary provided by the teacher\*checking that the text makes sense to them as they readand correcting inaccurate reading | \*discussing the sequence of events in books and howitems of information are related\*drawing on what they already know or on backgroundinformation and vocabulary provided by the teacher\*checking that the text makes sense to them as they readand correcting inaccurate reading | \*checking that the text makes sense to them, discussingtheir understanding and explaining the meaning of wordsin context\*asking questions to improve their understanding of atext\*identifying main ideas drawn from more than oneparagraph and summarising these | \*checking that the text makes sense to them, discussingtheir understanding and explaining the meaning of wordsin context\*asking questions to improve their understanding of atext\*identifying main ideas drawn from more than oneparagraph and summarising these | \* checking that the book makes sense to them, discussingtheir understanding and exploring the meaning of wordsin context\*asking questions to improve their understanding\*summarising the main ideas drawn from more than oneparagraph, identifying key details to support the mainideas | \* checking that the book makes sense to them, discussingtheir understanding and exploring the meaning of wordsin context\*asking questions to improve their understanding\*summarising the main ideas drawn from more than oneparagraph, identifying key details to support the mainideas |
| Inference |  | \*discussing the significance of the title and events\*making inferences on the basis of what is being said anddone | \*making inferences on the basis of what is being said anddone\*answering and asking questions | \*drawing inferences such as inferring characters’ feelings,thoughts and motives from their actions, and justifyinginferences with evidence | \*drawing inferences such as inferring characters’ feelings,thoughts and motives from their actions, and justifyinginferences with evidence | \*drawing inferences such as inferring characters’ feelings,thoughts and motives from their actions, and justifyinginferences with evidence | \*drawing inferences such as inferring characters’ feelings,thoughts and motives from their actions, and justifyinginferences with evidence |
| Prediction |  | \*predicting what might happen on the basis of what hasbeen read so far | \*predicting what might happen on the basis of what hasbeen read so far | \*predicting what might happenfrom details stated and implied | \*predicting what might happenfrom details stated and implied | \*predicting what might happenfrom details stated and implied | \*predicting what might happenfrom details stated and implied |
| Authorial Intent |  |  |  | \*discussing words and phrases that capture the reader’sinterest and imagination\*identifying how language, structure, and presentationcontribute to meaning | \*discussing words and phrases that capture the reader’sinterest and imagination\*identifying how language, structure, and presentationcontribute to meaning | \*identifying how language, structure and presentationcontribute to meaning\*discuss and evaluate how authors use language,including figurative language, considering the impact onthe reader | \*identifying how language, structure and presentationcontribute to meaning\*discuss and evaluate how authors use language,including figurative language, considering the impact onthe reader |
| Non-fiction |  |  | \*being introduced to non-fiction books that arestructured in different ways | \*retrieve and record information from non-fiction | \*retrieve and record information from non-fiction | \*distinguish between statements of fact and opinion\*retrieve, record and present information from nonfiction | \*distinguish between statements of fact and opinion\*retrieve, record and present information from nonfiction |
| Discussing reading |  | \*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 tothem | \*participate in discussion about books, poems & otherworks that are read to them & those that they can readfor themselves, taking turns and listening to what otherssay\*explain and discuss their understanding of books, poemsand other material, both those that they listen to andthose that they read for themselves | \*participate in discussion about both books that are readto them and those they can read for themselves, takingturns and listening to what others say | \*participate in discussion about both books that are readto them and those they can read for themselves, takingturns and listening to what others say | \*recommending books that they have read to their peers,giving reasons for their choices\*participate in discussions about books, building on theirown and others’ ideas and challenging views courteously\*explain and discuss their understanding of what theyhave read, including through formal presentations anddebates, \*provide reasoned justifications for their views | \*recommending books that they have read to their peers,giving reasons for their choices\*participate in discussions about books, building on theirown and others’ ideas and challenging views courteously\*explain and discuss their understanding of what theyhave read, including through formal presentations anddebates, \*provide reasoned justifications for their views |