Age Related Reading Expectations

	Decoding	Comprehending	Detecting	Language	Responding	Big Reader
FS	I can use my phonic knowledge to decode regular words and read them aloud accurately. I can read some common irregular words. I can read simple sentences.	I show that I've understand what I have read when talking with others. I understand simple sentences.	I can describe the main events in simple stories that I have read.		I can share my feelings and ideas about what I have read	

Age Related Reading Expectations

	Decoding	Comprehending	Detecting	Language	Responding	Big Reader
Year 1	I can use picture clues to help in reading simple texts **I can use phonic knowledge to blend sounds together to read words, including long phonemes** **I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est)** **I can read the common exception words** **I can speedily read all 40+ letters/groups for 40+ phonemes** **I can read contractions and understand the use of the apostrophe**	**I can identify the main events or key points in a text** **I can answer straight forward questions about a story** I can recognise the difference between fiction and non-fiction **I can discuss the significance of the title and events**	I can express opinions about main events and characters in a story **I can make simple predictions about the characters** I can recognise why a character is feeling a certain way	I can recognise obvious story language – Once Upon a Time, big bad wolf I can recognise repetition of language in my reading **I can recognise and join in with predictable phrases** I can discuss what new words mean, linking new meanings to those already known	**I can link what I read or hear read to my own experiences, with encouragement** I can participate in discussions about what is read to me, taking turns and listening to what others say	**I can appreciate rhymes and poems, and can recite some by heart** **I can become very familiar with key stories, fairy stories and traditional tales, and can retell them and consider their particular characteristics**

Age Related Reading Expectations

	Decoding	Comprehending	Detecting	Language	Responding	Big Reader
Year 2	**I can read familiar words quickly, without having to sound them out** **I can read words containing common suffixes** **I can use a range of decoding strategies** I can self-correct when I have read a sentence incorrectly **I can read exception words, noting unusual correspondences** **I can read most words quickly and accurately without overt sounding and blending**	I can re-tell a story, referring to most of the key events and characters I can find the answers to questions in non-fiction, stories and poems I can decide how useful a non-fiction text s for the purpose **I can discuss the sequence of events in books and how items of information are related**	**I can make predictions based on reading of other books by the author and my own experiences** **I can make simple inferences about thoughts and feelings of characters and reasons for their actions** I can recognise key themes and ideas within a text	**I can discuss and clarify the meaning of words, linking new meanings to known vocabulary** I can discuss my favourite words and phrases I can identify how vocabulary choice affects meaning – 'Crept' lets you know that he's trying to be quiet I can identify and comment on vocabulary and literary features – 'All fairy tales start with	I can make choices about which texts to read, based on prior reading experience I understand why a writer has written a text **I can participate in discussion about books, poems and other words that are read to me and those that I can read for myself**	I am aware that books are set in different times and places I can relate what I read to my own experiences **I can continue to build up a repertoire of poems learnt by heart**

Age Related Reading Expectations

		Decoding	Comprehending	Detecting	Language	Responding	Big Reader
Year 3		I can read out loud confidently, understanding how to use a range of punctuation **I can use knowledge of root words, suffixes and prefixes to read and understand new words** I can use the context of the sentence to help me to read unfamiliar words	I can use alphabetically ordered texts to find information I can identify the features of different text types **I can use a range of organisational features to locate information, such as labels, diagrams and charts** **I can identify the main ideas from more than one paragraph an summarise them**	**I can justify inferences with evidence from the text** I can justify predictions with evidence from the text I can empathise with a character **I can infer how a character is feeling from their thoughts and actions**	**I can discuss words and phrases that capture the readers imagination** **I can comment on the choice of language to create moods and build tension – 'Crept' lets you know that he was quiet, but also that he was going slowly as he didn't want to be caught** **I can use a dictionary to check the meaning of words that I have read**	**I understand what the writer might be thinking** I can begin to identify and comment on different points of view in the text I can evaluate specific texts with reference to text types **I can identify how language contributes to meaning**	I can start to make simple connections between books by the same author - @Dick King Smith often writes about animals I can start to recognise some features of the text that relate to its historical setting or its social or cultural background **I can identify themes and conventions in a wide range of books** **I can retell some of the stories that I am familiar with orally (fairly tales, traditional tales)** **I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** **I recognise different forms of poetry**

Age Related Reading Expectations

		Decoding	Comprehending	Detecting	Language	Responding	Big Reader
Year 4		**I can recognise and understand an even greater variety of suffixes and prefixes** I can read, on sight, all the words from Y3/4 spelling list **I can recognise where words are an exception to the rule**	**I can locate information using skimming, scanning and text marking** I can identify features of different fiction genres I can compare, contrast and evaluate different non-fiction texts	**I can pull together clues from action, dialogue and description to infer meaning** **I can make predictions with evidence from the text and with knowledge of wider reading**	I know how suspense is built up in a story, including the development of the plot I can recognise the use and effect of patterned language in text **I can find and comment on examples of how authors express different moods, feelings and attitudes** **I can use a dictionary to check the meaning of words that I have read**	**I can identify themes and conventions in a wide range of books** **I can identify main ideas drawn from more than one paragraph and can summarise these** I understand how the author wants the reader to respond **I can identify how language contributes to meaning**	I can make connections between books by the same author – Michael Morpurgo often start his stories in the present but then goes back in time I can make simple connections on how the reader's or writer's context makes a difference to the social, cultural or historical setting I can recognise some different forms of poetry **I can retell some of the stories that I am familiar with orally (fairly tales, traditional tales)** **I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**

Age Related Reading Expectations

		Decoding	Comprehending	Detecting	Language	Responding	Big Reader
Year 5		I can respond to more sophisticated punctuation I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses I can work out the pronunciation of homophones, using the context of the sentence	**I can summarise the main ideas drawn from more than one paragraph** I can discuss complex narrative plots **I can discuss and explain my understanding of what we have read**	I can draw information from different parts of the text to infer meaning I can discuss moods, feelings and attitudes using inference I can recognise different points of view **I can predict what might happen from details stated and implied**	I can identify and describe the styles of individual writers and poets **I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose** I can use language features of a range of non-fiction text-types to support understanding	**I am able to talk about the themes in a story and recognise thematic links with other texts** **I can talk about the author's techniques for describing characters, settings and actions** I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts **I can ask questions to improve my understanding**	I can compare the openings of a particular novel with the beginnings of other novels read recently I understand that texts reflects the time and culture in which they were written **I can participate in discussion about books, building on my own and other's ideas and challenging views courteously** **I understand the difference between modern fiction, fiction from our literary heritage and books from other cultures and traditions** **I can recommend books that they have read to their peers, giving reasons for their choices**

Age Related Reading Expectations

		Decoding	Comprehending	Detecting	Language	Responding	Big Reader
Year 6		I can cope with different features of language used I poems and prose I can cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary I can use connectives as signposts to indicate a change of tone	I can distinguish between statements of fact and opinion I can recognise texts that contain features of more than one text type (persuasive letter) **I can prepare for factual research, considering what is already known**	**I can identify and comment on explicit and implicit points of view** I can use Point, Evidence, Explain to support predictions and inferences I can identify character types across a range of texts	I know how style and vocabulary are linked to the purpose of the text **I can compare and contrast the styles of individual writers and poets providing examples** I can comment on and explain the writer's use of language features	I can respond critically to issues raised in stories, locating evidence I the text, and explore alternative courses of action and evaluate the author's solution I can comment critically on the overall impact of poetry or prose, with reference to the text I can identify and describe the key characteristics about a writers or a poets style **I can identify and discuss themes and conventions in and across a wide range of writing** **I can ask questions to improve my understanding**	I am beginning to evaluate texts by comparing how different sources treat the same information I understand that texts reflect the time and culture in which they were written I can identify themes across a range of texts (social, cultural and historical) **I can participate in discussion about books, building on my own and other's ideas and challenging views courteously** **I understand the difference between modern fiction, fiction from our literary heritage and books from other cultures and traditions** **I can recommend books that they have read to their peers, giving reasons for their choices**

Age Related Reading Expectations

	Decoding	Comprehending	Detecting	Language	Responding	Big Reader
Year 7		I can discuss how the structural choices support the writer's theme and purpose of non-fiction texts I can discuss how the language choices support the writer's theme and purpose in non-fiction texts I can extract and evaluate relevant information from more complex texts	I can identify the writer's viewpoint and explain the effect on the reader I can uncover different layers of meaning I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes	I can al=analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations	I can show a confident awareness of the effect of the text, with explanation I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent	I can explain the impact of the context on the text