

Subject Specific-Skills: Age-related expectations in Reading and Phonics

| Year | Word Reading | Reading Comprehension | Phonics |
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| 1 | <p>I can:</p> <ul style="list-style-type: none"> 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 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. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | <p>I can:</p> <ul style="list-style-type: none"> check that the text makes sense to me as I read and correct inaccurate reading. predict what might happen on the basis of what has been read so far. | <p>I can:</p> <ul style="list-style-type: none"> read all Set 1 sounds read all Set 2 sounds blend sounds into words orally speed read all Set 1 green words speed read Set 1 red words Fred-talk most Set 2 words spell all Set 1 green words spell most Set 2 green words read RWI storybooks fluently and answer comprehension questions |
| 2 | <p>I can:</p> <ul style="list-style-type: none"> read accurately words of two or more syllables that contain the same graphemes as above. 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 | <p>I can:</p> <ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related retell a wider range of stories, fairy stories and traditional tales make inferences on the basis of what is being said and done answer and ask questions | <p>I can:</p> <ul style="list-style-type: none"> Attempt to read with intonation to show comprehension I can speed read all Set 1 and 2 green words I can speed read all red words I can read 90-100 words per minute |
| 3 | <p>I can:</p> <ul style="list-style-type: none"> read further exception words and note the unusual correspondences between spelling and sound, and where these occur in the words. | <p>I can:</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 make predictions based on details stated explain and discuss their understanding of what they have read identify basic themes and conventions retrieve and record information from non-fiction texts | <p style="text-align: center;">N/A</p> |
| 4 | <p>I can:</p> <ul style="list-style-type: none"> when reading aloud and reading for meaning – apply a growing knowledge of root words, prefixes and suffixes. | <p>I can:</p> <ul style="list-style-type: none"> draw on contextual evidence to make sense of what is read; explain and justify personal opinion; | <p style="text-align: center;">N/A</p> |

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| | <ul style="list-style-type: none"> read further exception words & note the unusual correspondences between spelling and sound | <ul style="list-style-type: none"> comment on how language, including figurative language, is used to contribute to meaning; make comparisons within and across different texts; deduce characters' feelings from their actions; distinguish between statements of fact and opinion | |
| 5 | <p>I can:</p> <ul style="list-style-type: none"> read aloud and understand the meaning of new words | <p>I can:</p> <ul style="list-style-type: none"> explain how language can contribute to the meaning of a text. Use contextual evidence to make sense of what is read comment on how language, including figurative language, is used to contribute to meaning. make comparisons within different texts. draw inferences such as inferring characters' feelings, thoughts and motives from their actions make predictions based on details stated and implied. identify key details that support main ideas | N/A |
| 6 | <p>I can:</p> <ul style="list-style-type: none"> read aloud and understand the meaning of new words | <p>I can:</p> <ul style="list-style-type: none"> explain how language, structure, and presentation, can contribute to the meaning of a text comment on how language, including figurative language, is used to contribute to meaning make comparisons within and across different texts draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence make predictions based on details stated and implied distinguish between statements of fact and opinion in non-fiction, retrieve, record and present information to the reader. identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph | N/A |

