



Early Reading

Nursery Entry	ER1 - Listens with interest to the noises adults make when they read stories.
	ER2 - Shows interest in play with sounds, songs and rhymes and narrative
	ER3 - Listens to others one to one or in small groups
	ER4 - Is able to follow a simple instruction
	ER5 - Understands 'who', 'what', 'where' in simple questions
	ER6 - Turns a page of a book
	ER7 - Listens in play and begins to verbally respond
	ER8 - Uses a variety of questions (e.g. what, where, who)
Mid Nursery	ER9 - Listens to stories with increasing attention and recall.
	ER10 - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
	ER11 - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
	ER12 - Beginning to understand 'why' and 'how' questions.
	ER13 - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
	ER14 - Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
	ER15 - Uses a range of tenses (e.g. play, playing, will play, played).
	ER16 - Builds up vocabulary that reflects the breadth of their experiences.—both at home and in school.
	ER17 - Recognises own name.
Nursery Exit	ER18 - Is interested in words / illustration in the environment
	ER19 - know some letters of the alphabet
	ER20 - Is able to follow directions
	ER21 - Listens and responds to ideas expressed by others in conversation, discussion and play
	ER22 - uses vocabulary focused on objects and people that are of particular importance to them
	ER23 - Begins to extends vocabulary through exploring the meaning and sounds of new words - (grouping and naming)
	ER24 - recognise when a section is missed when being read to
	ER25 - Anticipate key events and phrases in rhymes in stories
	ER26 - talk about key events and characters in stories
	ER27 - reinacts and reinvents familiar stories and rhymes in play
Mid Reception	ER28 - Concentrates and maintains appropriate attention for a sustained period of time
	ER29 - discuss stories and know some key features of story structures
	ER30 - Understands instructions containing sequence words e.g. first, after, last.
	ER31 - Respond to what they hear with questions, comments and reactions;
	ER32 - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
	ER33 - Can segment the sounds in simple words and blend them together and knows which letters represent some of them
	ER34 - Reads some common exception words (red words)
	ER35 - says the sounds of each letter of the alphabet
	ER36 - Holds a conversation - back and forth
ER37 - uses vocab / speech heard in stories in conversation / play	
Reception Exit	LAU1 - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
	LAU 2 - Make comments about what they have heard and ask questions to clarify their understanding
	LAU 3 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
	Sp1 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
	Sp2 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
	Sp3 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
	C1 - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
	C2 - Anticipate – where appropriate – key events in stories
	C3 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
	WR1 - Say a sound for each letter in the alphabet and at least 10 digraphs
	WR2 - Read words consistent with their phonic knowledge by sound-blending;
	WR3 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words



Reading KS1

Year 1

WR1 - Apply phonic knowledge and skills as the route to decode words.

WR2 - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

WR3 - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

WR4 - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

WR5 - Read other words of more than one syllable that contain taught GPCs.

RC1 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics]

RC2 - Learning to appreciate rhymes and poems, and to recite some by heart

RC3 - Discussing word meanings, linking new meanings to those already known

RC4 - Drawing on what they already know or on background information and vocabulary provided by the teacher

RC5 - Making inferences on the basis of what is being said and done

RC6 - Predicting what might happen on the basis of what has been read so far

RC7 - Explain clearly their understanding of what is read to them.

Year 2

WR1 - Read accurately words of two or more syllables that contain the same graphemes as above.

WR2 - Read words containing common suffixes.

WR3 - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

WR4 - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

RC1 - Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related

RC2 - Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry

RC3 - Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

RC4 - Checking that the text makes sense to them as they read and correcting inaccurate reading

RC5 - Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done

RC6 - Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions

RC7 - Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far

RC8 - Understand books that they can already read accurately & fluently and those that they listen to by: Explaining & discussins their understanding of books, poems & other material, those that they listen to & those that



Reading LKS2

Year 3

RW1 - Apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1

RW2 - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

RC3 - Using dictionaries to check the meaning of words that they have read

RC5 - Identifying themes and conventions in a wide range of books

RC6 - Preparing poems and play scripts to read aloud and to perform,

RC7 - Discussing words and phrases that capture the reader's interest and imagination

RC8 - Understand what they read, in books they read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

RC10 - Draw inferences such as inferring characters thoughts and motives from their actions

RC11 - Identifying main ideas drawn from more than one paragraph and summarising these

RC13 - Retrieve and record information from non-fiction

Year 4

WR1 - Apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1

WR2 - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

RC1 - Identifying themes and conventions in a wide range of books

RC2 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

RC3 - Recognising some different forms of poetry (e.g. free verse, narrative poetry)

RC4 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

RC5 - Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence

RC6 - Predicting what might happen from details stated and implied

RC7 - Identifying how language, structure, and presentation contribute to meaning



UKS2 Reading

Year 5 Reading

RC1 - Recommending books that they have read to their peers, giving reasons for their choices

RC2 - Identifying and discussing themes and conventions in and across a wide range of writing

RC3 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

RC4 - Predicting what might happen from details stated and implied

RC5 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

RC6 - Retrieve, record and present information from non-fiction

RC7 - Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary

RC8 - Provide reasoned justifications for their views.

RC9 - Draw inferences such as inferring characters feelings, thoughts and motives from their actions.

Reading Year 6

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.