

## Bidford on Avon Primary School Reading Key objectives (Minimum end of year expectations)

	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Decoding/ Phonics</b>	<p>Secure with year group phonic expectations.</p> <p>Read some common irregular words.</p> <p>Use phonic knowledge to decode regular words &amp; read aloud accurately.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Secure with year group phonic expectations.</p> <p>To apply phonic knowledge and skills</p> <p>To blend sounds in unfamiliar words.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read Y1 common exception words.</p>	<p>Secure with year group phonic expectations.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> <p>To read most Y1 and Y2 common exception words*.</p>	<p>To use their phonic knowledge to decode quickly and accurately.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*.</p>	<p>To read most Y5/Y6 exception words.</p>	
<b>Patterns and Rhymes</b>	<p>Identify rhymes and alliteration.</p> <p>Join in with rhyming patterns.</p>	<p>Identify which words appear again and again.</p> <p>Recognise &amp; join in with predictable phrases.</p>	Recognise simple recurring literary language.				
<b>Comprehension and Understanding</b>	<p>Read &amp; understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Relate reading to own experiences.</p> <p>Re-read if reading does not make sense.</p> <p>Re-tell with considerable accuracy.</p> <p>Discuss significance of title &amp; events.</p>	<p>Read ahead to help with fluency &amp; expression.</p> <p>Comment on plot, setting &amp; characters in familiar &amp; unfamiliar stories.</p> <p>Recount main themes &amp; events.</p> <p>Comment on structure of the text.</p>	<p>Comment on the way characters relate to one another.</p> <p>Know which words are essential in a sentence to retain meaning.</p>	<p>Give a personal point of view on a text.</p> <p>Re-explain a text with confidence.</p>	<p>Summarise main points of an argument or discussion within their reading &amp; make up own mind about issue/s.</p> <p>Compare between two texts.</p> <p>Appreciate that people use bias in persuasive writing.</p> <p>Appreciate how two people may have a different view on the same event.</p>	<p>Refer to text to support opinions and predictions.</p> <p>Give a view about choice of vocabulary, structure, etc.</p> <p>Distinguish between fact &amp; opinion.</p>
<b>Prediction, inference &amp; deduction</b>	Make basic predictions.	<p>Make predictions on basis of what has been read.</p> <p>Make inferences on basis of what is being said &amp; done.</p>		<p>Draw inferences such as inferring characters' feelings, thoughts &amp; motives from their actions.</p>	<p>Justify inferences with evidence, predicting what might happen from details stated or implied.</p>	<p>Draw inferences and justify with evidence from the text.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<b>Intonation and Expression</b>		<p>Read aloud with pace &amp; expression, i.e. pause at full stop, raise voice for question.</p>	<p>Use commas, question marks &amp; exclamation marks to vary expression.</p> <p>Read aloud with expression &amp; intonation.</p>	<p>Recognise how commas are used to give more meaning.</p>	<p>Use appropriate voices for characters within a story.</p>	<p>Vary voice for direct or indirect speech.</p>	<p>Appreciate how a set of sentences has been arranged to create maximum effect.</p>
<b>Punctuation, grammatical features and the writer's craft</b>	Identify start and end of a sentence.	<p>Recognise:</p> <ul style="list-style-type: none"> <li>o capital letters</li> <li>o full stops</li> <li>o question marks</li> <li>o exclamation marks</li> <li>o ellipsis</li> </ul> <p>Know why the writer has used the above punctuation in a text.</p>	<p>Recognise:</p> <ul style="list-style-type: none"> <li>o commas in lists</li> <li>o apostrophe of omission &amp; possession (singular noun)</li> </ul> <p>Identify past/present tense and why the writer has used a tense.</p>	<p>Recognise:</p> <ul style="list-style-type: none"> <li>o inverted commas</li> </ul> <p>Recognise:</p> <ul style="list-style-type: none"> <li>o plurals</li> <li>o pronouns and how used</li> <li>o collective nouns</li> <li>o adverbs</li> </ul> <p>Explain the difference that the precise choice of adjectives and verbs make.</p>	<p>Recognise:</p> <ul style="list-style-type: none"> <li>o apostrophe of possession (plural)</li> </ul> <p>Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</p> <p>Explain why a writer has used different sentence types or a particular word order and the effect it has created.</p>	<p>Recognise:</p> <ul style="list-style-type: none"> <li>o clauses within sentences</li> </ul> <p>Explain how and why a writer has used clauses to add information to a sentence.</p>	<p>Recognise:</p> <ul style="list-style-type: none"> <li>o complex sentences with more than one subordinate clause</li> <li>o phrases which add detail to sentences</li> </ul> <p>Explain how a writer has used sentences to create particular effects.</p>
<b>Research</b>		Know difference between fiction and non-fiction texts.	Use content and index to locate information.		<p>Skim &amp; scan to locate information and/or answer a question.</p>	<p>Use more than one source when carrying out research.</p> <p>Create a set of notes to summarise what has been read.</p>	<p>Skim and scan to aide note-taking.</p>