



## Reading End of Year Key Performance Indicators

	<b>Decoding</b>	<b>Comprehension: Range of Reading</b>	<b>Comprehension: Understanding and Inference</b>
<b>Reception</b>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Reading some common exception words</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Develops a love for reading through reading to a wide range of texts including stories, rhymes, poems and songs.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p>
	<b>Decoding</b>	<b>Comprehension: Range of Reading</b>	<b>Comprehension: Understanding and Inference</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>o Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>o Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught</li> <li>o Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>o Read words containing taught Grapheme-Phoneme-Correspondences and -s, -es, -ing, -ed, -er and -est endings</li> <li>o Read other words of more than one syllable that contain taught Grapheme-Phoneme-Correspondences</li> </ul>	<ul style="list-style-type: none"> <li>o Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>o Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and</li> </ul>	<ul style="list-style-type: none"> <li>o Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>o Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events</li> </ul>



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	<ul style="list-style-type: none"> <li>o 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</li> </ul>	traditional tales, retelling them and considering their particular characteristics	<ul style="list-style-type: none"> <li>o Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done</li> <li>o Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far</li> </ul>
	<b>Decoding</b>	<b>Comprehension: Range of Reading</b>	<b>Comprehension: Understanding and Inference</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>o Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>o Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>o Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>o Read words containing common suffixes</li> <li>o Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>o Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>o Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>o Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>o Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>o 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</li> <li>o Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>o Understand both the books that they can already read accurately and fluently and</li> </ul>



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	<ul style="list-style-type: none"> <li>o Re-read these books to build up their fluency and confidence in word reading</li> <li>o</li> </ul>			<ul style="list-style-type: none"> <li>those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>o 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</li> <li>o Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions</li> <li>o 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</li> </ul>
	<b>Decoding</b>	<b>Comprehension: Range of Reading</b>	<b>Comprehension: Understanding and Inference</b>	<b>Comprehension: Authorial Intent</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>o Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to</li> </ul>	<ul style="list-style-type: none"> <li>o Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or</li> </ul>	<ul style="list-style-type: none"> <li>o Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of</li> </ul>	<ul style="list-style-type: none"> <li>o Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination</li> </ul>



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	<p>understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>o Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p>textbooks</p> <ul style="list-style-type: none"> <li>o Develop positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in a wide range of writing</li> <li>o Retrieve and record information from non-fiction</li> </ul>	<p>words in context</p> <ul style="list-style-type: none"> <li>o Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these</li> <li>o Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read</li> <li>o Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>o Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied</li> </ul>	
	<b>Decoding</b>	<b>Comprehension: Range of Reading</b>	<b>Comprehension: Understanding and Inference</b>	<b>Comprehension: Authorial Intent</b>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>o Apply their growing knowledge of root words, prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>o Maintain positive attitudes to reading and understanding of what they read by continuing to</li> </ul>	<ul style="list-style-type: none"> <li>o Understand what they read by checking that the book makes sense to them, discussing their</li> </ul>	<ul style="list-style-type: none"> <li>o Discuss and evaluate how authors use language, including figurative language, considering</li> </ul>



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	(morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks o Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books o Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing o Retrieve, record and present information from non-fiction This statement will be evidenced from increasingly challenging books	understanding and exploring the meaning of words in context o Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas o Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence This statement will be evidenced from increasingly challenging books o Understand what they read by predicting what might happen from details stated and implied This statement will be evidenced from increasingly challenging books	the impact on the reader This statement will be evidenced from increasingly challenging books
	<b>Decoding</b>	<b>Comprehension: Range of Reading</b>	<b>Comprehension: Understanding and Inference</b>	<b>Comprehension: Authorial Intent</b>
<b>Year 5</b>	o Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	o Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or	o Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context o Understand what they read by summarising the main ideas	o Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader This statement will be evidenced from increasingly challenging books



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	o	<p>textbooks</p> <ul style="list-style-type: none"> <li>o Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books</li> <li>o Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing</li> <li>o Retrieve, record and present information from non-fiction</li> </ul> <p>This statement will be evidenced from increasingly challenging books</p>	<p>drawn from more than one paragraph, identifying key details that support the main ideas</p> <ul style="list-style-type: none"> <li>o Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul> <p>This statement will be evidenced from increasingly challenging books</p> <ul style="list-style-type: none"> <li>o Understand what they read by predicting what might happen from details stated and implied</li> </ul> <p>This statement will be evidenced from increasingly challenging books</p>	
	<b>Decoding</b>	<b>Comprehension: Range of Reading</b>	<b>Comprehension: Understanding and Inference</b>	<b>Comprehension: Authorial Intent</b>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>o Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>o Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>o Maintain positive attitudes to reading and understanding of what they read by making</li> </ul>	<ul style="list-style-type: none"> <li>o Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>o Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>o Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p>This statement will be evidenced from increasingly challenging books</p>



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		<p>comparisons within and across books</p> <ul style="list-style-type: none"><li>o Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing</li><li>o Retrieve, record and present information from non-fiction</li></ul> <p>This statement will be evidenced from increasingly challenging books</p>	<ul style="list-style-type: none"><li>o Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence This statement will be evidenced from increasingly challenging books</li><li>o Understand what they read by predicting what might happen from details stated and implied This statement will be evidenced from increasingly challenging books</li></ul>	
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Appendix 1: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)