



## Reading End Points



Reception End Points	Year 1 & 2 End Points	Year 3 & 4 End Points	Year 5 & 6 End Points
<p>Word Reading</p> <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>	<p>Word Reading</p> <ul style="list-style-type: none"><li>• Read all Y1 and most Y2 common exception words.</li><li>• Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding.</li><li>• Sound out most unfamiliar words accurately, without undue hesitation.</li><li>• Read pseudo words with accuracy and fluency.</li><li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li></ul>	<p>Word Reading</p> <ul style="list-style-type: none"><li>• Reads most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.</li><li>• Read with fluency a range of age-appropriate text types.</li><li>• Read at a speed sufficient for them to focus on understanding (at least 90 words per minute).</li></ul>	<p>Word Reading</p> <ul style="list-style-type: none"><li>• Read age-appropriate books with confidence and fluency (including whole novels).</li><li>• Work out the meaning of words from the context.</li></ul>



## Reading End Points

<p>Comprehension</p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li></ul>	<p>Comprehension</p> <ul style="list-style-type: none"><li>• Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support.</li></ul> <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"><li>• Check it makes sense to them, correcting any inaccurate reading.</li><li>• Answer questions and make some inferences.</li></ul>	<p>Comprehension</p> <ul style="list-style-type: none"><li>• Without prompting, draw inferences &amp; justify with evidence e.g. characters' feelings, thoughts &amp; motives, from their actions or words. Draw comparisons.</li><li>• Identify how language, structure &amp; presentation contribute to meaning e.g. 'threatening' means that a storm is close &amp; could be dangerous.</li><li>• Provide explanations which show their high level of understanding of the text</li></ul>	<p>Comprehension</p> <ul style="list-style-type: none"><li>• Explain and discuss understanding of what has been read, drawing inferences and justifying these with evidence.</li><li>• Summarise main ideas, identifying key details and using quotations for illustration.</li><li>• Evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>• Make comparisons within and across books</li></ul>
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