



Reading Key Milestones

Aspect	Key Stage 1 Essential Skills		Lower Key Stage 2 Essential Skills		Upper Key Stage 2 Essential Skills	
	End of Year 1 Expectations	End of Year 2 Expectation	End of Year 3 Expectation	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Self-correcting	Identify independently when what they have read is inaccurate or does not make sense.	Identify and self-correct inaccurate reading, without losing the 'flow' of what is being read.	Identify and self-correct, using knowledge acquired from being read to and their own experience.	Identify and self-correct, using the context of new or unfamiliar words or vocabulary knowledge (e.g. word roots or prefixes).	Self-correct and apply their growing knowledge of root words, prefixes and suffixes to understand new words.	Self-correct, using the context, and apply their growing knowledge of root words, prefixes and suffixes to understand new words.
Language within texts	Comment on obvious features of language (e.g. rhymes and refrains or significant words and phrases).	Note effective language choices and show skill in discussing their favourite words and phrases (e.g. 'slimy' is a good word').	Explain some basic features of language used (e.g. adjectives, paired adjectives and adverbs).	Explain basic features of language structure, and presentation and explain how they contribute to meaning.	Discuss how authors use language, including figurative language.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Structure and Organisation of texts	Identify the beginning, middle and end of stories and recognise different sections of a non-fiction text.	Identify familiar patterns of language (e.g. 'once upon a time', 'first', 'next' and 'finally'). Identify and name various organisational features of non-fiction texts (e.g. captions, illustrations headings, contents page and index).	Identify themes and conventions in a wide range of fiction texts (e.g. a diary entry is written in the first person). Identify the purpose of different parts of non-fiction texts (e.g. sub-headings and numbering).	Explain basic features across a range of text types. Recognise different types of poetry (e.g. acrostic, calligram, kenning, soliloquy and free verse).	Reflect on similarities or differences between texts or versions, using explanations (e.g. narrative convention in traditional tales).	Compare themes and conventions within and across text types, with growing confidence.



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			Identify some different forms of poetry.			
Vocabulary	Understand the meaning of new words or phrases, with adult support.	Use age-appropriate dictionaries or thesauri to find the meaning of new words, with adult/peer support.	Use dictionaries and thesauri to find the meaning of new words and express interest in the meaning and origin of words.	Read from a wide range of sources to consolidate and extend vocabulary, using dictionaries, thesauri and reference books effectively.	Routinely use dictionaries and thesauri, to learn the meanings of new words and develop understanding of shades of meaning (e.g. cry, whimper, wail or bawl).	Apply knowledge of shades of meaning across a wide variety of texts and writing, using words appropriately in different contexts (e.g. he had a distinct limp/he passed the test with distinction).
Responding to Reading Listening	Listen with concentration to books and discuss what they have heard.	Listen to, discuss and express views about books read aloud to them.	Listen to, discuss and write comments on a wide range of fiction, poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.	Listen to, discuss and write detailed comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books independently, across all curriculum areas, discussing and beginning to justify their own preferences.	Listen thoughtfully to a wider range of genres, including more challenging whole books and classic texts. Experience a range of books/authors which they may not have chosen themselves.
Reading Aloud	Recognise and join in with predictable, familiar phrases in stories and poetry.	Read and join in with familiar phrases in stories and poems, using own independent reading skills.	Prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding/assist	Prepare poems and play scripts to read aloud, varying their intonation, tone, volume and actions to make the	Vary intonation, tone, volume and action to improve the performance of a play or poetry reading, responding in	Use gesture and movement aptly to improve the quality of their reading. Read/recite in role to reflect a character.



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			the understanding of others.	meaning clear to the audience.	a positive way to constructive feedback.	
Retelling	Retell a very familiar story, with characteristics of the original.	Retell a range of stories they have listened to, using story language.	Retell a wide range of stories, including myths and legends and traditional tales.	Retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense.	Retell a wide range of stories, including myths and legends, traditional tales, modern - fiction, classic literature and literature from their own heritage or from world wide cultures, by listing the main events in a logical sequence and elaborating on them.	Retell a wide range of stories, identifying the main events and present in different forms (e.g. transforming stories into plays or biographies into autobiographies).
Reciting	Recite by heart, in order, a simple poem or rhyme.	Recite poems by heart, with appropriate intonation, so that the meaning is clear.	Recite longer poems or parts of narrative poems, as part of a group, beginning to remember repeated sections by heart.	Recite lines from short plays, by heart, using appropriate intonation, volume and expression.	Learn/confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression, in order to engage the audience and make meaning clear.	Prepare poems and plays to read aloud and to perform. Show understanding through intonation tone and volume, making the meaning clear to an audience. Recite a wider range of poetry by heart.
Personal Reading	Choose a favourite text to share with an	Give one reason why they have chosen a particular text.	Express preferences for different types of text, such as	Read texts by an increasing number of authors and across a	Recommend books they have read to their	Be familiar with, write and use book reviews to guide their own reading and to



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	adult and say what they like about it.		choosing non-fiction over fiction, or choosing a fiction text based on prior knowledge of an author.	wider variety of genres, explaining preferences. Make effective use of libraries and related services with some guidance.	peers, giving reasons for their choices.	recommend their choices to peers. Make use of libraries effectively and independently.
Discussing	Make relevant comments about what is read to them, including the - significance of titles and events.	Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.	Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.	Develop, agree, apply and evaluate rules for discussion.	Participate in discussions about books, building on their own and others' ideas, challenging views courteously.	Clearly present their own views about books that are read to them and those they can read for themselves, commenting constructively and building upon the contributions of others.
Explaining	Take turns and listen to others during discussions about books. Explain their understanding of what they have read or listened to.	Explain and discuss their understanding of what they have read, with growing confidence.	Discuss their understanding of, and explain clearly, the meaning of words in context.	Discuss paragraphs, chapters and sections, using a range of explanation types.	Explain and discuss their understanding of what they have read in a formal way, showing some justification of their viewpoint.	Explain and discuss their understanding of what they have read through formal presentations and debates (with a maintained focus on the topic and using notes where necessary). Provide reasoned justification for their views on what they have read.



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<p>Inferential Comprehension</p> <p>Deducing and inferring information</p>	<p>Make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking).</p>	<p>Make simple/plausible attempts to explain meanings in the text, based on character's speech or actions.</p>	<p>Make some inferences about a character's feelings, thoughts and motives based on the language used in the text (not always accurately).</p>	<p>Make more accurate inferences about a character's feelings, thoughts and motives, and attempt to justify, using evidence from a specific point in the text.</p>	<p>Make inferences about a character's feelings, thoughts and motives and justify, using evidence from different points in the text.</p>	<p>Make inferences about authorial intent, characters and aspects of plot, using evidence from the text.</p>
<p>Predicting</p>	<p>Predict what might happen next, based on what they have read before.</p>	<p>Predict what might happen next, using evidence from the text.</p>	<p>Predict what might happen next, from details both stated and implied.</p>	<p>Predict what might happen from details, both stated and implied, and from their growing experience of books.</p>	<p>Predict what might happen from details, both stated and implied, and give reasons for predictions.</p>	<p>Predict what might happen from details, both stated and implied, using knowledge gained from a wide variety of texts and attempt to justify their predictions.</p>
<p>Making Links</p>	<p>Discuss the sequence of events in books they are familiar with.</p>	<p>Explain cause and effect in both narrative and non-fiction (e.g. what prompts a character's behaviour in a story). Discuss the sequence of events in books and how items of information are linked.</p>	<p>Identify simple connections between texts (e.g. similarities in plot, theme, character or author).</p>	<p>Recognise features of the context of a text (e.g. its historical setting, social or cultural background).</p>	<p>Identify common features in different texts, or versions of the same text, making simple comments about characters, settings, themes and presentational features.</p>	<p>Recognise how types of text retain features but also reflect the time, language and setting in which they were written (e.g. in Shakespeare's plays and with Dickensian characters).</p>
<p>Answering Inference Questions</p>	<p>Draw on their own experiences, background information</p>	<p>Draw on their own experiences, or background</p>	<p>Comment on characters, based on personal speculation</p>	<p>Write down answers, with grammatical accuracy, trying to justify</p>	<p>Make reference to different parts of the text (e.g.</p>	<p>Comment, increasingly making inferences or deductions based</p>



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	provided by the teacher and illustrations to make sense of what they have read. Answer simple inference questions (e.g. What do you think will happen next?). Use words/phrases, such as 'I think ... because...'. 	information provided by the teacher, to make comments on how a character is feeling, based on what is said and done. 	rather than characters' feelings. 	inferences with evidence from the text. 	answering questions about a character's motives from their actions), using evidence from across the text. 	on evidence from different points in a text, though may not be securely rooted.
Asking Inference Questions	Listen to/talk about inferential questions asked by the teacher or peers. 	Create inferential questions based on a visual image or illustrations in a fiction text (e.g. Why does Beegu look sad?). 	Create inference questions based on a single point of reference in the text, with adult support. 	Independently create simple inference questions based on their growing knowledge of a text and discuss with a response partner. 	Begin to create inference questions based on different points of reference in the text. 	Create inference questions based on evidence from specific parts of the text.
Comment on use of language	Notice and comment on obvious features of language, such as significant words and phrases. 	Choose favourite words and phrases and say why they are effective. 	Identify a few basic features of language (e.g. the use of adjectives or powerful words), and talk about how these contribute to meaning. 	Discuss words and phrases that capture the reader's imagination and talk about how these contribute to meaning. 	Comment on the writer's choice of words (e.g. ' "furious" shows how angry the character is'). 	Identify some basic features of language used (e.g. 'All the questions make you want to find out what happens next').



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<p>Writer's purposes and viewpoints</p>	<p>Talk about how the text might make the reader feel.</p>	<p>Recognise that there are different viewpoints in a story.</p>	<p>Show awareness that the writer has a viewpoint (e.g. 'The writer doesn't like violence'). Explain how presentation contributes to meaning.</p>	<p>Look for and recognise themes in what they have read (e.g. the triumph of good over evil). Explain how both presentation and structure contribute to meaning.</p>	<p>Identify the main purpose of a text, showing awareness of viewpoint with reference to the text (e.g. 'He only tells you good things about the farm, making the shop sound boring').</p>	<p>Identify viewpoint in the text with some explanation (e.g. 'In the end he knows that he has treated his sister badly and tries to help her').</p>
<p>Overall effect of the text</p>	<p>Name the overall emotion expressed by stories or poems (e.g. happy, sad, funny or scary).</p>	<p>Make simple statements about likes and dislikes, sometimes with reasons.</p>	<p>Link the effect on the reader to personal experience (e.g. 'She was kind, like my gran').</p>	<p>Make simple comments about the main purpose of a text, beginning to recognise authorial intent.</p>	<p>Comment on specific use of language and identify the effect on the reader (e.g. 'The way she describes him as "rat-like" and "shifty" makes you think he's disgusting').</p>	<p>Make simple comments on the overall effect on the reader, relating to authorial intent.</p>
<p>Literal Comprehension Understanding and retrieving information</p>	<p>Recall some simple points from familiar texts. Find information in simple non-fiction books.</p>	<p>Recall some specific, simple information (e.g. the names of characters or places). Find information in non-fiction books using features (e.g. a simple contents page and index).</p>	<p>Recognise what information they need to look for and be clear about the task in hand. Read books for a range of purposes.</p>	<p>Find and record information independently from non-fiction using features (e.g. contents page, the index, text boxes and captions). Identify the main ideas, drawn from more than one paragraph and summarise them.</p>	<p>Use the features of non-fiction effectively to find information and present key facts across all curriculum areas. Begin, with support, to recognise statements of fact and opinion. Summarise the main ideas from more than</p>	<p>Retrieve, record and skillfully present relevant information from non-fiction, including leaflets, programmes and reviews. Distinguish between statements of fact and opinion. Summarise the main ideas from more than one paragraph, identifying key</p>



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				Read books that are structured in different ways and read for a range of purposes.	one paragraph, identifying some key details.	details that support the main ideas. Read a wider range of genres/text types, structured in different ways, and continue to read for a range of purposes.
Answering literal questions	Answer simple questions on what they have read, giving literal answers from the text.	Answer several simple questions on what they have read, giving literal answers from the text and writing them down.	Answer literal questions to improve their understanding of a text.	Scan the text for keywords to help them answer literal questions. Answer literal questions in more detail by making reference to the text.	Give answers which include quotations or references to the text. Display increasing familiarity with skimming and scanning techniques.	Make comments about fictional texts, generally supported by relevant textual reference or quotation. Show ability to use skimming and scanning techniques.
Asking literal questions	Ask questions or comment on parts of text (e.g. illustrations, diagrams and changes in font style).	Ask questions and make comments, based on textual cues.	Create simple literal questions based on a specific point in the text.	Create more detailed, literal questions, based on a whole text.	Ask questions to improve their own or others' understanding of words, phrases or parts of text, and discuss answers.	Create literal questions that require reference to more than one point in the text.
Word Reading Decoding	Apply their phonic knowledge as the route to decode words. Blend phonemes to decode familiar and unfamiliar words,	Blend phonemes to decode familiar and, on occasion, unfamiliar words, continuing to apply their growing phonic knowledge.	Decode quickly, recognising new vocabulary, whilst beginning to focus more on the understanding of the text.	Use the context of a sentence to assist reading of unfamiliar words. Read silently or aloud to an audience, reading partner or adult,	Work out how to pronounce unfamiliar written words with increasing competence and accuracy, asking for some help	Use growing knowledge of morphology and etymology to assist pronunciation and infer word meanings.



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	using many of the GPCs that have been taught.		Read silently on most occasions.	using books which are age-appropriate.	when needed, to assist pronunciation.	
GPC (Grapheme, Phoneme, Correspondence)	Recognise grapheme-phoneme correspondences for 40+ phonemes, including alternative sounds for graphemes, responding speedily.	Automatically recognise grapheme-phoneme correspondences for many phonemes taught so far, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes.	Display effective automatic grapheme-phoneme correspondences for phonemes taught, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes.	Decode competently over a range of age-appropriate books.	Decode automatically over a wide range of reading and read aloud effortlessly, recognising appropriateness of text, such as where too many unfamiliar words mar comprehension.	Decode all new words, in age-appropriate reading, accurately.
Application	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Read a growing number of words using GPCs and containing common suffixes, recognising the whole suffix as well as letters.	Apply, with some independence, their growing knowledge of root words, prefixes and suffixes to facilitate reading aloud and to understand new vocabulary.	Apply growing knowledge of morphology and etymology to facilitate reading aloud and to understand new vocabulary, at an age-appropriate level.	Apply a growing knowledge of root words, prefixes and suffixes and word origins to read fluently, accurately and with enjoyment in all curriculum areas and to pursue their interests.	Apply all skills taught to read fluently and accurately for pleasure and to extend knowledge. Read aloud increasingly challenging texts to an audience, using appropriate volume, tone and expression.
Polysyllabic Words	Read other words of more than one	Accurately read words with two or more syllables that	Continue to read an increasing number of words with two or	Read with increasing fluency, to an adult, peer or small group,	Use knowledge of syllables to	Fluently read polysyllabic words met.



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	syllable that contain taught GPCs.	contain taught GPCs, using syllable boundaries appropriately.	more syllables that contain taught GPCs.	embedding polysyllabic words more easily.	automatically read most words.	
Compound Words	Read two-syllable words made up of two words joined together (e.g. farmyard, football, playground and bedroom).	Accurately read three and four-syllable words made up of two words joined together (e.g. everywhere or everybody).	Continue to develop knowledge of, and recognise, a growing range of compound words, beginning to relate to spelling strategies.	Use knowledge of compound words to assist expression (e.g. 'Everybody listen!'), stressing meaning.	Use growing knowledge of compound words to assist pronunciation and infer word meanings.	Fluently read most complex, compound words met, using punctuation to assist meaning.
Homophones	Read common homophones and notice the difference in meaning.	Read homophones and near homophones and understand the difference in meaning (e.g. see/sea, bare/bear, blue/blew, night/knight and their/there).	Read further homophones and near homophones (e.g. accept/except, missed/mist, weather/whether) to assist understanding.	Pronounce further homophones/near homophones carefully when reading aloud to clarify meaning.	Read homophones (e.g. allowed/aloud) and other words that are often confused (e.g. practise/practice) from the statutory guidance, in order to assist understanding of a text.	Read an extended range of homophones, including non-statutory words, to assist understanding of a text.
Contractions	Read simple words with contractions, beginning to understand that the apostrophe symbol represents missing letters (e.g. I'm, I'll and we'll).	Independently read a growing number of contractions found in texts which are age-appropriate (e.g. can't, didn't, hasn't, couldn't, it's and I'll).	Read words with contractions and understand that the apostrophe represents the omitted letter/word, (e.g. can't and couldn't) and	Read all words with contractions carefully, and understand the difference between we're and were.	Carefully read contractions to avoid misconceptions (e.g. shell/she'll).	Read accurately, displaying a sound knowledge of contractions.



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			know which word/s it is a contraction of.			
Exception Word Reading	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words, (e.g. the, to, said and was).	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words, (e.g. because, Mrs, would and who).	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Recognise and apply a wide knowledge of exception words to age-appropriate reading and beyond.	Read an increasingly complex range of exception words.	Read complex exception words encountered in their reading.
High Frequency Words	Recognise a range of common high frequency words automatically.	Read age-appropriate high frequency words without overt sounding and blending.	Read high frequency words, without sounding and blending. Display effective and automatic recognition of most age-appropriate high frequency words.	Read high frequency words within a text, accurately in most instances, self-correcting appropriately.	Recognise the need to read high frequency words accurately to obtain the correct meaning of the text, self-correcting where necessary.	Read high frequency words fluently and accurately, within any text.
Reading Books	Accurately read phonetically decodable books, consistent with their developing phonic knowledge.	Read books closely matched to their improving phonic knowledge, sounding out automatically and reading with fluency.	Read books, selected with some teacher support to extend reading ability.	Begin to make own book choices, from books at their level, using the blurb/peer recommendation/author to assist their book choice.	Make their own book choice, knowing which books they can read fluently and showing personal preference.	Make their own book choices, combining challenge with reading preference and widening their range of reading to include new authors and a range of genres.



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Fluency and Confidence	Re-read familiar phonetically decodable books to build up their fluency, confidence, understanding and enjoyment.	Re-read familiar and less familiar phonetically decodable books, with common exception words in context, to build up their fluency, confidence, understanding, vocabulary and enjoyment.	Pay attention to correct pronunciation when reading or being read to.	Read with fluency, using strategies effectively with understanding and expression, trying out different pronunciations in longer words.	Work out any unfamiliar words, focussing on all letters so that they do not mistake similar, more familiar words.	Use punctuation effectively to read aloud for an audience.
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