

Braybrook Primary School



Braybrook Reading Expectations

A guide to show the different reading expectations across year groups.

Year 1 Reading Expectations

- ❖ Able to read for pleasure and is motivated to find an understanding in fiction, non-fiction and poetry texts.
 - ❖ Blend sounds in unfamiliar words.
- ❖ Read non-phonological words, recognising the 'tricky bit' within.
 - ❖ Read contracted words, e.g. I'm, I'll, we'll
 - ❖ Recognise and join in with predictable phrases.
 - ❖ Relate reading to own experiences.
 - ❖ Re-read if reading does not make sense.
 - ❖ Re-tell stories and poems, and discuss similar characteristics.
 - ❖ Discuss significance of title and events.
 - ❖ Make predictions on the basis of what has been read so far.
 - ❖ Make inferences on the basis of what is being said and done.
- ❖ Read aloud with pace and expression, e.g. pause at full stop; raised voice for questions.
- ❖ Recognise and know why the author has used the following punctuation: capital letters, full stops, question marks and exclamation marks.
 - ❖ Know and explain the difference between fiction and non-fiction texts.

Children need to do what is written above competently to meet the end of Year 1 Standard.

Year 2 Reading Expectations

- ❖ Able to read for pleasure and is motivated to find an understanding in fiction, non-fiction and poetry texts.
 - ❖ Secure in applying phonic knowledge to decode words.
 - ❖ Read fluently (80-90 words per minute).
- ❖ Read words accurately that contain two or more syllables (with known phonic knowledge).
 - ❖ Recognise simple recurring literary language in stories and poems.
 - ❖ Make inferences on what has been said and done from the texts being read.
 - ❖ Comment on plot, setting & characters in familiar & unfamiliar stories.
 - ❖ Make predictions.
 - ❖ Identify main themes and the sequence of events.
 - ❖ Comment on structure of the text.
- ❖ Use commas, question marks and exclamation marks to show expression and intonation when reading aloud.
- ❖ Recognise commas in lists and apostrophes of omission and possession (singular noun)
 - ❖ Identify past/present tense and explain why the writer has used a particular tense.
 - ❖ Use content and index to locate information.

Children need to do what is written above competently to meet the end of Year 2 Standard.

Year 3 Reading expectations

- ❖ Apply growing knowledge of root words and the new meaning they make e.g. forget: forgotten, forgetful, unforgettable.
- ❖ Recognise unusual correspondences between spelling and sound, e.g. guide, heart, calendar.
 - ❖ Identify words and phrases that capture the reader's interest and imagination.
 - ❖ Retrieve and record information from non-fiction texts.
- ❖ Explore and justify inferences such as inferring characters' feelings, thoughts and motives from their actions.
 - ❖ Recognise how commas are used to give more meaning.
- ❖ Identify how language, structure and presentation contribute to the meaning of the texts.
 - ❖ Identify and summarise the main ideas drawn from more than one paragraph.
 - ❖ Use a dictionary.
- ❖ Recognise: inverted commas, plurals, use of pronouns, adverbs and to explain the effect in the author's choice of adjectives and verbs.

Year 4 Reading Expectations

- ❖ Developing positive attitudes to reading independently and greater understanding of what they have read.
 - ❖ Give a personal point of view on a text.
 - ❖ Reading books that are structured differently and for a range of purposes.
- ❖ Justify inferences with evidence, predicting what might happen from details stated or implied.
 - ❑ Retrieve and record information from non-fiction texts using simple notation.
 - ❖ Identify and summarise the main ideas drawn from more than one paragraph.
 - ❖ Pause, intonate and use appropriate voices for characters within a story or poem.
 - ❖ Recognise apostrophe of possession (plural). ❑ Identify how sentence structure can be changed by altering word order, tense, adding/deleting words or amending punctuation. Use a dictionary and thesaurus.
- ❖ Explain why a writer has used different sentence types or a particular word order and explain the effect it has created.
 - ❖ Skim & scan to locate information and/or answer a question.

Year 5 Reading Expectations

- ❖ Maintain positive attitudes to reading and a greater understanding of what is being read
 - ❖ Apply growing knowledge of root words, prefixes and suffixes, e.g. obey: obedient, obedience, disobedience
- ❖ Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
 - ❖ Identify and compare similarities and differences between two similar types of texts. ☐
Distinguish between statements of fact and opinion.
- ❖ Draw inferences and justify with evidence from the text. ☐ Predict what might happen from details stated and implied.
 - ❖ Vary voice for direct or indirect speech.
 - ❖ Recognise clauses and figurative language.
- ❖ Identify how language, structure and presentation contribute to the meaning of what is being read.
 - ❖ Appreciate viewpoints and use more than one source when carrying out research.
 - ❖ Create a set of notes to summarise what has been read.

Year 6 Reading Expectations

- ❖ Maintain positive attitudes to reading and a greater understanding of what is being read.
 - ❖ Apply growing knowledge of root words, prefixes and suffixes, e.g. tolerate: tolerance, intolerable, toleration.
- ❖ Read and discuss an increasing wide range of modern fiction, poetry, plays, non-fiction, reference books and literary heritage.
 - ❖ Identify and discuss themes and styles across a wide range of texts read.
 - ❖ Identify the main ideas in paragraphs and produce a succinct summary.
- ❖ Refer and identify specific parts of a text to support opinions and provide predictions.
 - ❖ Infer characters' feelings, thoughts and motives, and justify with evidence.
- ❖ Provide a view about the author's choice of vocabulary, language and sentence structure.
- ❖ Distinguish between fact and opinion by seeking out evidence from a range of references.
- ❖ Appreciate how clauses and a set of sentences have been arranged to create maximum effect.
 - ❖ Skim and scan to aide note-taking.

Children need to do what is written above competently to meet the end of Year 6 Standard.