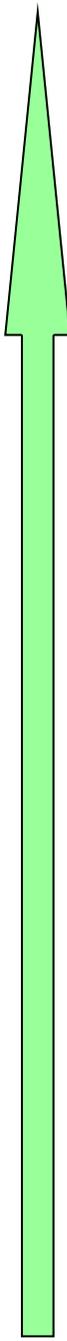


'Nursery' reading guidelines



End of the year

- To recognise a few familiar words e.g. own name, mum, dad, words in their surrounding like: Mc Donalds, ASDA, Ben 10 etc.
- To use their finger to follow the text and know that print has meaning.
- To listen and respond to familiar rhymes and stories and use words from the books they have read or heard.
- To join in with repeated words and phrases from familiar stories e.g. Run, run as fast as you can, you can't catch me I am the Ginger bread man.
- To begin to say and put the sounds together in words like c-a-t= cat or d-o-g=dog
- To be able to link some letters to the sounds they make.
- To hear and say the beginning sounds in words that begin with s,a,t,p,i,n sounds e.g. Ssssake, pppen, ttttiger etc.

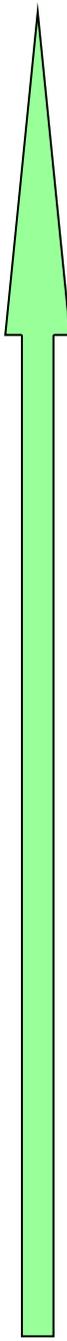
Middle of the year

- To show interest in, recognise and spot the difference in sounds in their world (telephone, aeroplane), sounds made by musical instruments, body and voice (clapping, rubbing, whistling).
- To respond and show awareness of rhyme e.g. A fat cat sat on mat.
- To respond and show reaction to alliteration- words that begin with the same sound e.g. Six silly sausages
- To begin to show interest in pictures and print in books.
- To suggest how a story might end.
- To listen to stories with increased attention and talk about them on one-one basis and also in small groups.

Beginning of the year

- To have some favourite stories, rhymes, songs and poems.
- To repeat words or phrases from familiar stories.
- To fill in the missing words or phrase in a known rhyme, story or game e.g. Humpty Dumpty sat on
- To enjoy being read to and respond to stories read by others.

'Reception' reading guidelines



End of the year

- To read simple sentences on their own e.g. The cat sat on a rug.
- To read some common words that cannot be sounded out e.g. the, was etc.
- To sound out and read easy words that can be sounded out e.g. cat, dog, bug etc.
- To show an understanding and talk to others about what they have read.

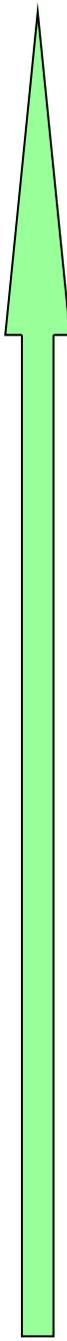
Middle of the year

- To begin to read simple sentences with some help e.g. The cat sat on a rug.
- To begin to sound out and read simple three letter words like dog, pig, rug etc.
- To show understanding of the story in non-word books and answer questions such as:
Who is the story about? What happened in the beginning ? What happened next? Where did it take place ? How is he feeling ?
- To know that in English, print is read from left to right and top to bottom.
- To know all the letter names and sounds e.g. The sound is aaaaa and the name is A

Beginning of the year

- To recognise a few familiar words e.g. own name, mum, dad, words in their surrounding like Mc Donalds, ASDA, Ben 10 etc
- To use their finger to follow the text and know that print has meaning.
- To listen and respond to familiar rhymes and stories use words influenced by their experience of books.
- To join in with repeated words and phrases from familiar stories e.g. Run,run as fast as you can, you can't catch me I am the Ginger bread man.
- To begin to orally say and blend the sounds in words like c-a-t= cat or d-o-g=dog
- To be able to link some letters to the sounds they make.
- To hear and say the beginning sounds in words that begin with s,a,t,p,i,n sounds e.g. Ssssnake, pppen, ttttiger etc

'Year 1' reading guidelines



End of the year

- To use a contents page in a non-fiction book– e.g. information book
- To recognise a range of punctuation including full stops, speech marks, question marks and exclamation marks
- To sound out words if unsure and put them back together to try and check their meaning
- To use the right name when discussing different types of text. e.g. information , diary, report and letter
- To understand what is being said or implied and find the hidden meaning in the text
- To read longer and more complicated sentences

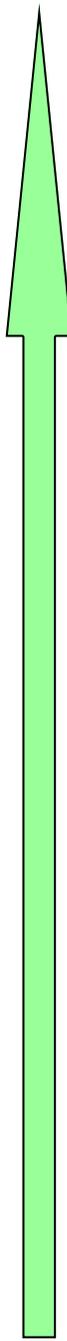
Middle of the year

- To self correct whilst reading more rapidly
- To read fluently with attention to punctuation e.g. pausing at full stops
- To use a contents page and glossary in non-fiction books and locate information, identify charts, diagrams and tables
- To comment on obvious features of language, e.g. rhymes, repeated phrases, important words.
- To discuss , recall characters and the plot more fully.

Beginning of the year

- To locate a title, open the front cover and turn pages appropriately reading from left to right
- To follow print with eyes with less reliance on finger pointing.
- To distinguish between types of books e.g. story books, information books (non-fiction)
- To read simple sentences on their own e.g. The cat sat on a rug.
- To read simple words by sounding them out e.g. c-a-t, d-o-g, th-e-n

'Year 2' reading guidelines



End of the year

- To be able to read different texts and answer questions to show their understanding of the book.
- To know and make some use of non-fiction layouts to aid reading. e.g. glossary, index, contents etc.
- To look through a variety of books with independence to predict the content and how the story might develop
- To be able to use expression in their voice whilst reading and identify rhythm.
- To locate and interpret information in non-fiction texts

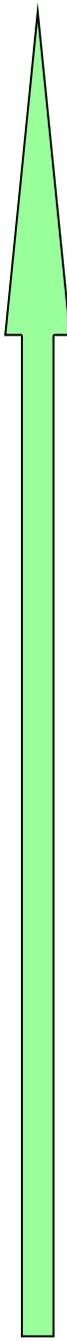
Middle of the year

- To be able to answer questions about a book.
- To read at a more rapid pace taking and keep track of longer sentences.
- To identify and locate a range of effects e.g. use of bold/italics , attention to font size used by fiction writers and the formal language used in non-fiction writing. e.g. labels, arrows and expressive reading.
- To use what they have read to extend their reading and writing

Beginning of the year

- To use a contents page in a non-fiction book– e.g. information book
- To recognise a range of punctuation including full stops, speech marks, question marks and exclamation marks
- To sound out words if unsure and put them back together to try and check their meaning
- To use the right name when discussing different types of text. e.g. information , diary, report and letter
- To understand what is being said or implied and find the hidden meaning in the text
- To read longer and more complicated sentences

'Year 3' reading guidelines



End of the year

- To say if the book is an information book (fact) or a story book (fiction).
- To obtain information from non-fiction books using context, index, chapters, headings and the glossary appropriately.
- To identify how suspense is built in a story, e.g. the use of short sentences (withholding certain information until the last point).
- To express preferences e.g. by naming authors, or type of story.
- To read independently using different ways to understand the meaning.
- To understand the main point of the book and can retell the story.

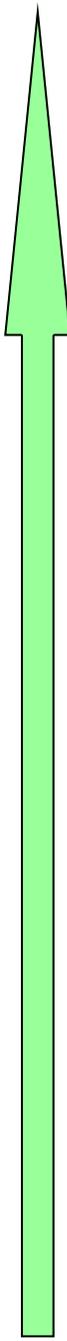
Middle of the year

- To use the main features of non-fiction books including illustrations/pictures that are used to add information.
- To make comments on the way books are written or presented e.g. the layout, illustrations, titles, the character's point of view etc.
- To use their knowledge of sounds, patterns of letters and common words to read unknown words
- To read with expression, taking account of speech, punctuation and commas.
- To recall the main story and retell it in a structured way e.g beginning, middle, end.
- To make simple guesses about what may happen, discuss the character, talk about feelings created by the story.
- To answer a range of straight forward questions about a book showing understanding e.g. Who took the magic key?
- To identify rhyming or alternative words in poetry and fiction.
- To describe some features of genre e.g. fairytales, legends

Beginning of the year

- To be able to read different texts and answer questions.
- To know and make some use of non-fiction layouts to aid reading. e.g. glossary, index, contents etc.
- To look through a variety of books with independence to predict content and story development.
- To be able to use expression in reading and identify rhythm and begin to be expressive.
- To locate and interpret information in non-fiction texts

'Year 4' reading guidelines



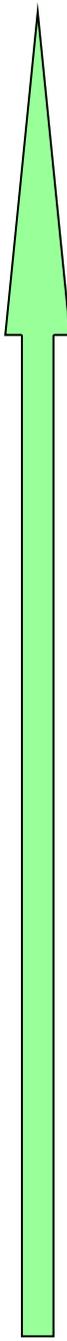
End of the year

- To understand the differences between an information book (fact) or a story book (fiction).
- To discuss if the words used in the book are the same as that used in everyday vocabulary.
- To choose an appropriate voice for a character when he/she speaks in the book e.g. A deep, gruff voice for a giant.
- To stop at a full stop, pause at a comma and use the tone for a question when reading aloud.
- To guess what will happen next using evidence from the text to back up their opinion.

Beginning of the year

- Can recognise the main differences between fiction and non-fiction.
- Can obtain information from non-fiction books using context, index, chapters, headings and the glossary appropriately.
- To identify how suspense is built in a story, e.g. the use of short sentences (withholding certain information until the last point).
- To express preferences e.g. by naming authors, or type of story.
- To read independently using different ways to understand the meaning.
- To understand the main point of the book and can retell the story.

'Year 5' reading guidelines



End of the year

- To discuss the main features of the story e. g. The main themes or ideas and describe what the characters are like.
- To discuss if they like the book and give reasons for their views.
- To discuss information about different authors and what types of books they write e.g. Jacqueline Wilson—writes about the children's difficulties in their lives.
- To discuss how the words and style used in older books differ from modern language e.g. thee instead of You, thou.
- To compare stories about historical events to factual accounts of the events e.g. The diary of a soldier compared to 'Good Night Mr Tom'
- To discuss when a book or a piece of text is written from a particular point of view . E.g. the description of a house written by an estate agent trying to sell it.
- To discuss how their own lives are different from that of the character they are reading about.

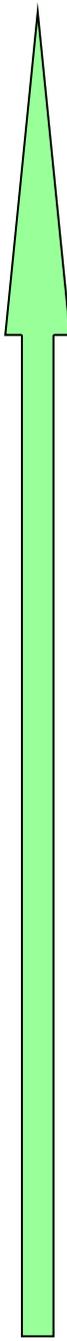
Middle of the year

- To discuss how the author is trying to persuade the reader or change their opinion e.g. language use to convince people to recycle
- To read ahead quickly to find information or get an idea of what will happen next.
- To use evidence from the text to decide what a character is like e.g. what the character says, how he says it and how he behaves
- To discuss how the time period of the book or the historical events in the book affect the story e.g. The World War II— with 'Good Night Mr Tom'.
- To discuss the ways the author has used to add exciting description to the writing e.g. the boy ran as fast as a Ferrari (simile) , the slippery slithering snake (alliteration).

Beginning of the year

- To understand the differences between an information book (fact) or a story book (fiction).
- To discuss if the words used in the book are the same as that used in everyday vocabulary.
- To choose an appropriate voice for a character when he/she speaks in the book e.g. A deep, gruff voice for a giant.
- To stop at a full stop, pause at a comma and use the tone for a question when reading aloud.
- To guess what will happen next using evidence from the text to back up their opinion.

'Year 6' reading guidelines



End of the year

- To discuss how writers present points of views or issues in fiction and non-fiction books.
- To discuss the descriptive techniques the author has used in poetry. e.g. alliteration and similes The boy ran as fast as a Ferrari (simile), the slippery slithering snake (alliteration), personification (giving an object human feelings and description), metaphor (heart of gold).
- To discuss what has worked well in the book using the text to support their opinion.
- To discuss how the author has used dialogue (what a character says) to give clues about what a character is like.
- To discuss how the author has used abbreviations (shortening of words etc.), colloquialisms (slang) or technical vocabulary in the book e.g. scientific vocabulary in a science fiction book.

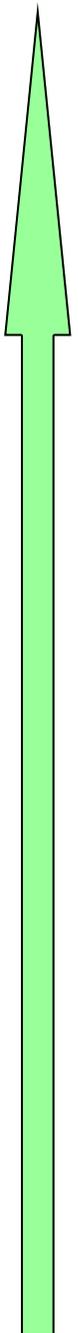
Middle of the year

- To discuss different ways in which information is presented by the author e.g. using bullet points, sub-headings, using a diary entry.
- To discuss the similarities and differences between two books. e.g. comparing the main characters or the setting.
- To read aloud confidently, pausing at the correct places in response to punctuation using an expressive voice that makes it interesting for the listener.
- To show by their discussion that they have understood the issues or themes in the book that might not have been directly written about (reading between the lines).

Beginning of the year

- To understand and talk about the difference between an information book (fact) or a story book (fiction).
- To discuss if the words used in the book are the same as that used in everyday vocabulary.
- To choose an appropriate voice for a character when he/she speaks in the book e.g. A deep, gruff voice for a giant.
- To stop at a full stop, pause at a comma and use the tone for a question when reading aloud.
- To guess what will happen next using evidence from the text to back up their opinion.

'Year 6' reading guidelines (higher)



End of the year

- Can find and use information from a range of texts about a subject e.g. using a range of books to research what it was like to be a child in WWII
- In a persuasive piece of writing, to discuss what has worked and what could be better, using evidence and examples to back up their opinions.
- To discuss how irony is used in the book e.g. if a vegetarian character eats a slice of pizza with pepperoni on it. The boy was so clever he failed all his tests. The huge dog was called Tiny.

Middle of the year

- To confidently understand and discuss the hidden meaning in the text.
- To fully discuss the writer's techniques— e.g. how they have set the book out, clues about the characters (how they talk and behave etc.), the different ways the author has used to add description for the reader, using evidence from the text.
- To identify how the use of language gives clues to the formality of the situation. E.g. the way someone would talk to a friend would be very different to how someone would speak to a judge in court.

Beginning of the year

- To identify key themes, features of characters from a wide variety of books.
- To understand how writing is presented in different ways depending on the purpose. E.g. an email, an advert, notice boards and estate agents leaflets.
- To discuss why particular classical books are still popular with children today. E.g. Good Night Mr Tom or The Secret Garden.
- To be able to answer a question about the book using lots of detail from the text.
- To explain implied meaning using evidence from the text. E.g. How a character's actions give clues to how he or she feels.
- To use an expressive voice when reading aloud that captivates the audience.