

# Reading Curriculum Milestones

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| Year 1 | Comprehension | Develop pleasure in reading motivation to read vocabulary and understanding by:   |
| Year 1 | Comprehension | Listening to and discussing a wide range of poems stories and non-fiction at a level beyond that at which they can read independently                                 |
| Year 1 | Comprehension | Being encouraged to link what they read or hear to their own experiences  |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales retelling them and considering their particular characteristics                           |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales   |
| Year 1 | Comprehension | Recognising and joining in with predictable phrases   |
| Year 1 | Comprehension | Learning to appreciate rhymes and poems and to recite some by heart   |
| Year 1 | Comprehension | Discussing word meanings linking new meanings to those already known  |
| Year 1 | Comprehension | Understands both the books they can already read accurately and fluently and those they listen to by:   |
| Year 1 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher   |
| Year 1 | Comprehension | Checking that the text makes sense to them as they read   |
| Year 1 | Comprehension | As they read correcting inaccurate reading  |
| Year 1 | Comprehension | Discussing the significance of the title and events   |
| Year 1 | Comprehension | Making inferences on the basis of what is being said and done   |
| Year 1 | Comprehension | Predicting what might happen on the basis of what has been read so far  |
| Year 1 | Comprehension | Participate in discussion about what is read to them taking turns and listening to what others say  |
| Year 1 | Comprehension | Explain clearly their understanding of what is read to them   |
| Year 1 | Word reading  | Apply phonic knowledge and skills as the route to decode words  |
| Year 1 | Word reading  | Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including where applicable alternative sounds for graphemes |
| Year 1 | Word reading  | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  |
| Year 1 | Word reading  | Reads accurately by blending sounds in unfamiliar words   |
| Year 1 | Word reading  | Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word   |

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| Year 1 | Word reading  | Reads common exception words   |
| Year 1 | Word reading  | Read words containing taught GPCs and –s –es –ing –ed –er and –est endings   |
| Year 1 | Word reading  | Read other words of more than one syllable that contain taught GPCs  |
| Year 1 | Word reading  | Read words with contractions [for example i'm i'll we'll] and understand that the apostrophe represents the omitted letter(s)                                  |
| Year 1 | Word reading  | Reads 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 |
| Year 1 | Word reading  | Reread these books to build up their fluency and confidence in word reading  |
| Year 1 | Comprehension | Develop pleasure in reading motivation to read vocabulary and understanding by:  |
| Year 1 | Comprehension | Listening to and discussing a wide range of poems stories and non-fiction at a level beyond that at which they can read independently                          |
| Year 1 | Comprehension | Being encouraged to link what they read or hear to their own experiences   |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales retelling them and considering their particular characteristics                    |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales  |
| Year 1 | Comprehension | Recognising and joining in with predictable phrases  |
| Year 1 | Comprehension | Learning to appreciate rhymes and poems and to recite some by heart  |
| Year 1 | Comprehension | Discussing word meanings linking new meanings to those already known   |
| Year 1 | Comprehension | Understands both the books they can already read accurately and fluently and those they listen to by:  |
| Year 1 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher  |
| Year 1 | Comprehension | Checking that the text makes sense to them as they read  |
| Year 1 | Comprehension | As they read correcting inaccurate reading   |
| Year 1 | Comprehension | Discussing the significance of the title and events  |
| Year 1 | Comprehension | Making inferences on the basis of what is being said and done  |
| Year 1 | Comprehension | Predicting what might happen on the basis of what has been read so far   |
| Year 1 | Comprehension | Participate in discussion about what is read to them taking turns and listening to what others say   |
| Year 1 | Comprehension | Explain clearly their understanding of what is read to them  |
| Year 1 | Word reading  | Apply phonic knowledge and other skills to decode words  |

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| Year 1 | Word reading  | Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including where applicable alternative sounds for graphemes                  |
| Year 1 | Word reading  | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught   |
| Year 1 | Word reading  | Reads accurately by blending sounds in unfamiliar words  |
| Year 1 | Word reading  | Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word  |
| Year 1 | Word reading  | Reads common exception words   |
| Year 1 | Word reading  | Read words containing taught GPCs and –s –es –ing –ed –er and –est endings   |
| Year 1 | Word reading  | Read other words of more than one syllable that contain taught GPCs  |
| Year 1 | Word reading  | Read words with contractions [for example i'm i'll we'll] and understand that the apostrophe represents the omitted letter(s)  |
| Year 1 | Word reading  | Reads 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                         |
| Year 1 | Word reading  | Reread these books to build up their fluency and confidence in word reading  |
| Year 2 | Comprehension | Develops pleasure in reading motivation to read vocabulary and understanding by:   |
| Year 2 | Comprehension | 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 |
| Year 2 | Comprehension | Discussing the sequence of events in books and how items of information are related  |
| Year 2 | Comprehension | Becoming increasingly familiar with a wider range of stories fairy stories and traditional tales   |
| Year 2 | Comprehension | Retelling a range of stories fairy stories and traditional tales   |
| Year 2 | Comprehension | Being introduced to non-fiction books that are structured in different ways  |
| Year 2 | Comprehension | Recognising simple recurring literary language in stories and poetry   |
| Year 2 | Comprehension | Discussing and clarifying the meanings of words linking new meanings to known vocabulary   |
| Year 2 | Comprehension | Discussing their favourite words and phrases   |
| Year 2 | Comprehension | Continuing to build up a repertoire of poems learnt by heart appreciating these and reciting some with appropriate intonation to make the meaning clear                                |
| Year 2 | Comprehension | Understand both the books that they can already read accurately and fluently and those that they listen to by:   |
| Year 2 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher  |
| Year 2 | Comprehension | Checking that the text makes sense to them as they read and correcting inaccurate reading  |

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| Year 2 | Comprehension | Making inferences on the basis of what is being said and done  |
| Year 2 | Comprehension | Answering and asking questions   |
| Year 2 | Comprehension | Answering questions  |
| Year 2 | Comprehension | Predicting what might happen on the basis of what has been read so far   |
| Year 2 | Comprehension | Participates in discussion about books poems and other works that are read to them and those that they can read for themselves taking turns and listening to what others say           |
| Year 2 | Comprehension | Explain and discuss their understanding of books poems and other material both those that they listen to and those that they read for themselves                                       |
| Year 2 | Word reading  | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  |
| Year 2 | Word reading  | Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes                                      |
| Year 2 | Word reading  | Reads accurately words of two or more syllables that contain the same graphemes as above   |
| Year 2 | Word reading  | Read words containing common suffixes  |
| Year 2 | Word reading  | Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word  |
| Year 2 | Word reading  | Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered  |
| Year 2 | Word reading  | Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending when they have been frequently encountered                        |
| Year 2 | Word reading  | Reads aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words accurately automatically and without undue hesitation                              |
| Year 2 | Word reading  | Re-reads these books to build up their fluency and confidence in word reading  |
| Year 2 | Comprehension | Develops pleasure in reading motivation to read vocabulary and understanding by:   |
| Year 2 | Comprehension | 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 |
| Year 2 | Comprehension | Discussing the sequence of events in books and how items of information are related  |
| Year 2 | Comprehension | Becoming increasingly familiar with a wider range of stories fairy stories and traditional tales   |
| Year 2 | Comprehension | Retelling a range of stories fairy stories and traditional tales   |
| Year 2 | Comprehension | Being introduced to non-fiction books that are structured in different ways  |

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| Year 2 | Comprehension | Recognising simple recurring literary language in stories and poetry   |
| Year 2 | Comprehension | Discussing and clarifying the meanings of words linking new meanings to known vocabulary   |
| Year 2 | Comprehension | Discussing their favourite words and phrases   |
| Year 2 | Comprehension | Continuing to build up a repertoire of poems learnt by heart appreciating these and reciting some with appropriate intonation to make the meaning clear                      |
| Year 2 | Comprehension | Understand both the books that they can already read accurately and fluently and those that they listen to by:   |
| Year 2 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher  |
| Year 2 | Comprehension | Checking that the text makes sense to them as they read and correcting inaccurate reading  |
| Year 2 | Comprehension | Making inferences on the basis of what is being said and done  |
| Year 2 | Comprehension | Answering and asking questions   |
| Year 2 | Comprehension | Answering questions  |
| Year 2 | Comprehension | Predicting what might happen on the basis of what has been read so far   |
| Year 2 | Comprehension | Participates in discussion about books poems and other works that are read to them and those that they can read for themselves taking turns and listening to what others say |
| Year 2 | Comprehension | Explain and discuss their understanding of books poems and other material both those that they listen to and those that they read for themselves                             |
| Year 2 | Word reading  | read accurately most words of 1 or 2 syllables   |
| Year 2 | Word reading  | Read words containing common suffixes  |
| Year 2 | Word reading  | Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word  |
| Year 2 | Word reading  | Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered  |
| Year 2 | Word reading  | In an age appropriate book - Reads most words accurately and fluently without overt sounding and blending at over 90 words per minute.                                       |
| Year 3 | Comprehension | Develops positive attitudes to reading and an understanding of what they read by:  |
| Year 3 | Comprehension | Listening to and discussing a wide range of fiction poetry plays non-fiction and reference books or textbooks  |
| Year 3 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes  |
| Year 3 | Comprehension | Using dictionaries to check the meaning of words that they have read   |

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| Year 3 | Comprehension | Increasing their familiarity with a wide range of books including fairy stories myths and legends and retelling some of these orally   |
| Year 3 | Comprehension | Identifying themes and conventions in a wide range of books  |
| Year 3 | Comprehension | Preparing poems and play scripts to read aloud and to perform showing understanding through intonation tone volume and action  |
| Year 3 | Comprehension | Discussing words and phrases that capture the reader's interest and imagination  |
| Year 3 | Comprehension | Recognising some different forms of poetry [for example free verse narrative poetry]   |
| Year 3 | Comprehension | Understands what they have read independently by:  |
| Year 3 | Comprehension | Checking that the text makes sense to them discussing their understanding and explaining the meaning of words in context   |
| Year 3 | Comprehension | Asking questions to improve their understanding of a text  |
| Year 3 | Comprehension | Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence  |
| Year 3 | Comprehension | Predicting what might happen from details stated and implied   |
| Year 3 | Comprehension | Identifying main ideas drawn from more than one paragraph and summarising these  |
| Year 3 | Comprehension | Identifying how language structure and presentation contribute to meaning  |
| Year 3 | Comprehension | Retrieves and records information from non-fiction   |
| Year 3 | Comprehension | Participate in discussion about both books that are read to them and those they can read for themselves taking turns and listening to what others say  |
| Year 3 | Word reading  | Apply their growing knowledge of root words prefixes and suffixes (etymology and morphology) as listed in - see [[English appendix 1 -- <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a> ]] both to read aloud and to understand the meaning of new words they meet |
| Year 3 | Word reading  | Reads further exception words noting the unusual correspondences between spelling and sound and where these occur in the word  |
| Year 4 | Comprehension | Develop positive attitudes to reading and an understanding of what they read by:   |
| Year 4 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes  |
| Year 4 | Comprehension | Increasing their familiarity with a wide range of books including fairy stories myths and legends and retelling some of these orally   |

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| Year 4 | Comprehension | Preparing poems and play scripts to read aloud and to perform showing understanding through intonation tone volume and action  |
| Year 4 | Comprehension | Discussing words and phrases that capture the reader's interest and imagination  |
| Year 4 | Comprehension | Recognising some different forms of poetry [for example free verse narrative poetry]   |
| Year 4 | Comprehension | Understand what they read in texts they can read independently by:   |
| Year 4 | Comprehension | Asking questions to improve their understanding of a text  |
| Year 4 | Comprehension | Identifying how language structure and presentation contribute to meaning  |
| Year 4 | Comprehension | Listens to and discusses a wide range of fiction poetry plays non-fiction and reference books or textbooks   |
| Year 4 | Comprehension | Uses dictionaries to check the meaning of words that have been read  |
| Year 4 | Comprehension | Identifies themes and conventions in a wide range of books   |
| Year 4 | Comprehension | Checks that the text makes sense to the individual discussing his understanding and explaining the meaning of words in context   |
| Year 4 | Comprehension | Draws inferences such as inferring characters' feelings thoughts and motives from their actions and justifies inferences with evidence   |
| Year 4 | Comprehension | Predicts what might happen from details stated and implied   |
| Year 4 | Comprehension | Identifies main ideas drawn from more than one paragraph and summarises these  |
| Year 4 | Comprehension | Retrieves and record information from non-fiction  |
| Year 4 | Comprehension | Participate in discussion about both books that are read to them and those they can read for themselves taking turns and listening to what others say  |
| Year 4 | Word reading  | Applies a growing knowledge of root words prefixes and suffixes (etymology and morphology) as listed in [[English appendix 1 of the national curriculum document--<br><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a> ]] both to read aloud and to understand the meaning of new words they meet |
| Year 4 | Word reading  | Reads further exception words noting the unusual correspondences between spelling and sound and where these occur in the word  |
| Year 5 | Comprehension | Maintain positive attitudes to reading and an understanding of what they read by:  |
| Year 5 | Comprehension | Continuing to read and discuss an increasingly wide range of fiction poetry plays non-fiction and reference books or textbooks   |
| Year 5 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes  |

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| Year 5 | Comprehension | Increasing their familiarity with a wide range of books including myths legends and traditional stories modern fiction fiction from our literary heritage and books from other cultures and traditions   |
| Year 5 | Comprehension | Understand what they read by:  |
| Year 5 | Comprehension | Asking questions to improve their understanding  |
| Year 5 | Comprehension | Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence  |
| Year 5 | Comprehension | Predicting what might happen from details stated and implied   |
| Year 5 | Comprehension | Identifying how language structure and presentation contribute to meaning  |
| Year 5 | Comprehension | Checks that the book makes sense to the reader discussing the individual's understanding and exploring the meaning of words in context   |
| Year 5 | Comprehension | Summarises the main ideas drawn from more than one paragraph identifying key details that support the main ideas   |
| Year 5 | Comprehension | Discuss and evaluate how authors use language including figurative language considering the impact on the reader   |
| Year 5 | Comprehension | Distinguish between statements of fact and opinion   |
| Year 5 | Comprehension | Retrieves records and presents information from non-fiction  |
| Year 5 | Comprehension | Participate in discussions about books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously  |
| Year 5 | Comprehension | Participates in discussions about books that are read to the child and those that can be read independently  |
| Year 5 | Comprehension | Explain and discuss their understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes where necessary   |
| Year 5 | Comprehension | Provide reasoned justifications for their views  |
| Year 5 | Comprehension | Provides reasoned justifications for their views about a book  |
| Year 5 | Word reading  | Applies a growing knowledge of root words prefixes and suffixes (morphology and etymology) as listed in [[English appendix 1 of the national curriculum -- <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a> ]] both to read aloud and to understand the meaning of new words that are met |
| Year 6 | Comprehension | Maintain positive attitudes to reading and an understanding of what they read by:  |
| Year 6 | Comprehension | Continuing to read and discuss an increasingly wide range of fiction poetry plays non-fiction and reference books or textbooks   |



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| Year 6 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes   |
| Year 6 | Comprehension | Increasing their familiarity with a wide range of books including myths legends and traditional stories modern fiction fiction from our literary heritage and books from other cultures and traditions  |
| Year 6 | Comprehension | Understand what they read by:   |
| Year 6 | Comprehension | Asking questions to improve their understanding   |
| Year 6 | Comprehension | Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence   |
| Year 6 | Comprehension | Predicting what might happen from details stated and implied  |
| Year 6 | Comprehension | Identifying how language structure and presentation contribute to meaning   |
| Year 6 | Comprehension | Checks that the book makes sense to the reader discussing the individual's understanding and exploring the meaning of words in context  |
| Year 6 | Comprehension | Summarises the main ideas drawn from more than one paragraph identifying key details that support the main ideas  |
| Year 6 | Comprehension | Discuss and evaluate how authors use language including figurative language considering the impact on the reader  |
| Year 6 | Comprehension | Distinguish between statements of fact and opinion  |
| Year 6 | Comprehension | Retrieves records and presents information from non-fiction   |
| Year 6 | Comprehension | Participate in discussions about books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously   |
| Year 6 | Comprehension | Participates in discussions about books that are read to the individual and those that can be read independently  |
| Year 6 | Comprehension | Explain and discuss their understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes where necessary  |
| Year 6 | Comprehension | Provides reasoned justifications for their views about a book   |
| Year 6 | Word reading  | Applies a growing knowledge of root words prefixes and suffixes (morphology and etymology) as listed in [[English appendix 1 of the national curriculum -- <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a> ] both to read aloud and to understand the meaning of new words that they meet |