

Reading		End of EYFS milestone	KS1 Milestones		Lower KS2 Milestones		Upper KS2 Milestones		Lower KS3 milestones
Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Reading behaviours and fluency - Key Knowledge	- Know how to repeat and join in with key phrases from stories, songs and rhymes. - Know how to handle books with care and are aware that print has meaning and a purpose. – - Regularly chooses their favourite books to share with others or enjoy alone. - Recognises familiar print that is important to them, including letters and logos. - They hold a book the right way up knowing	- Knows how to turn the page in a book - Knows that we read text from left to right - Knows how to show a love for reading and books and access them for pleasure, turning pages and talking about them enthusiastically.	- know how to read age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy - know how to re-read to self-correct if meaning is lost - know how to ask questions to clarify - know how to connect what they read or hear to their own experiences - knows the voice telling the story is called the narrator	- know how to self-correct spontaneously and at the point of error - know how to sustain silent reading most of the time - to know how to sustain interest in longer narratives - to know how to recognise the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response - know how to read aloud	- know how to ask increasingly informed questions to improve understanding of a text - know how to comment on use of language using terminology including alliteration, rhythm, rhyme, simile - know how to use dictionaries independently to check meaning of new vocabulary - know how to begin to read aloud with	- know how to listen to the opinions of others and adjusts own thinking/understanding where appropriate - know how to express personal preferences regarding the work of significant authors/poets - know how to explain similarities and differences with own experiences - Know how to read aloud with intonation and expression.	- know how to refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further - know how to use technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect - know how to justify personal response to	- Know how to generate open questions to explore a range of possibilities and justifies responses in relation to the text - expresses and justifies personal preferences regarding significant authors/poets - Know how to read age-appropriate books with confidence and fluency	- Know how to choose and read books independently. - Know how to use the library and the Internet for research purposes. - Know how to discuss ideas from shared classroom texts and develop own and other's understanding. - know how to read aloud with pace, fluency and expression, taking punctuation, presentation

	where to start turning the pages individually until the end. They understand that English is read from left to right and from top to bottom.		know how to reread texts to build up fluency and confidence in word reading.	books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. know how to reread these books to build up fluency and confidence in word reading.	expression and intonation. know how to read independently using a range of strategies to decode unfamiliar words and to establish meaning, e.g. self-correcting, re-reading, pictures, context.		particular texts and characters with evidence Know how to read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation.	(including whole novels). know how to read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account.	and author's intent into account.
Word reading - Key Knowledge	- Know how to hear and say the first sound of a word and begin to orally blend cvc words - They join in with clapping and counting	To know how to recognise and read individual graphemes they have learnt by saying the correct sound (phoneme). To begin to blend sounds so	- Know how to apply phonic knowledge and skills as the route to decode words. - know how to blend sounds in unfamiliar words	know how to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To know how to use phonic knowledge to decode quickly and accurately (may still need support to read longer	- know how to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - know how to apply knowledge of root words, prefixes and	Know how to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill,	Know how to apply knowledge of root words, prefixes and suffixes to decode any unfamiliar words with increasin	- Know how to use etymology of words to help understand meanings of words. - Know how to read all tier one, two and three words across subjects.

	syllables in simple words including their name. Develop phonological awareness, recognising where an initial sound is the same and notice rhyming words.	they can read simple CVC words. - To know how to begin to read captions, labels and short phrases, including some common exception words, all the single sounds and some digraphs. - To know how to read simple sentences independently containing decodable words made up of single phonemes and digraphs they have learnt.	using the GPCs that they have been taught . know how to respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes - Know how to read Y1 common exception words. - know how to read accurately texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.	• know how to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • know how to accurately read most words of two or more syllables. • know how to read most words containing common suffixes - Know how to read most Y1 and Y2 common exception words.	unknown words) . • To know how to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- - Know how to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -	suffixes/word endings. - know how to read aloud fluently. - Know how to read all Y3/Y4 exception words	recognising their meaning through contextual cues. - Know how to apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. - Know how to read most Y5/Y6 exception words.	g speed and skill, recognising their meaning through contextual cues Know how to read all Y5/Y6 exception words.	
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			• know how to read other words of more than one syllable that contain taught GPCs. • know how to read words containing taught GPCs. • know how to read words containing -s, -es, -ing, -ed and -est endings. • know how to read words with contractions		tion, -ssion and -cian, to begin to read aloud. • Know how to read some Y3/Y4 exception words.				
Comprehension -Key Knowledge	• Children can engage in two way conversations with a familiar adult about	• Know how to retell stories and narratives using their own words and recently	• Know the difference between fiction and non-fiction	• Know how to number events to show the order in which they happened	• Know how to answer retrieval questions which need a	• Know how to confidently skim and scan texts to record details. • Know how to use relevant	• Know how to use evidence to support an answer	• Know how to use evidence from whole chapters	• Know how to use features of the structure of a text to understand

	stories, non-fiction, rhymes and songs.	introduced vocabulary. Orally retell stories with an understanding of the structure, beginnings and endings.	- Know how to use a text to identify if a statement is true or false - Know how to answer multiple choice questions - Know how to answer a question about what has just happened in a story. - Know how to recognise characters, events, titles and	- Know how to answer simple retrieval questions - Know how to match facts - Know how to independently read and answer simple questions about what they have just read. - Know how to remember significant events and key information about the text that they have read. - Know how to monitor their reading, checking words that they have decoded, to ensure that	longer answer - Know how to retrieve and record information from a fiction text. - Know how to use the contents page and subheadings to locate information. - Know how to use the skill of 'skim and scan' to retrieve details. - Know how to begin to use quotations from the text.	quotes to support their answers to questions.	- Know how to confidently skim and scan, and also use the skill of reading before and after to retrieve information. - Know how to use evidence from across larger sections of text.	and texts Know how to use evidence from across whole chapters or texts.	d key ideas. Know how to select evidence from across the text and embed in their response.
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			informat ion. • Know how to recognis e differenc es between fiction and non-fiction texts. • Know how to retrieve informat ion by finding a few key words. • Know how to contribu te ideas and thoughts in discussio n	they fit within the text they have already read.					
Predictions - Key Knowledge	•	• Know how to suggest how a story might end.	• Know how to predict what might happen on the	• Know how to predict what might happen on the basis of what has	• Know how to justify predictions using evidence from the text.	• Know how to monitor predictions and compare them with the text as they read on.	• Know how to predict what might happen from details stated and implied.	• Know how to make predictio ns about character	Know how to make predictions based on motifs and language choices of writers. Know how to

		- Know how to listen to and talk about stories to build familiarity and understanding. - Know how to anticipate (where appropriate) key events in stories.	basis of what has been read so far in terms of story, character and plot. - Know how to make simple predictions based on the story and on their own life experience. - Know how to begin to explain these ideas verbally or through pictures.	been read so far in terms of story, character and plot. Know how to make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	- know how to use relevant prior knowledge to make predictions and justify them. - know how to use details from the text to form further predictions.			s, plots and themes of stories based upon knowledge of fiction genres and other books by the same author	explain their predictions in a more fluent and detailed way.
Vocabulary - Key Knowledge	Know how to talk about favourite stories	- Know how to engage in extended conversations about stories, learning new vocabulary. - Know how to learn new vocabulary and use new vocabulary through the day.	- Know how to recognise story language - Know how to discuss word meaning and link new meanings to those already known. - Know how to draw upon knowledge of vocabulary in	- Know how to speculate about the meaning of unfamiliar vocabulary - Know how to discuss and clarify the meanings of words, linking new meanings to known vocabulary. - Know how to recognise some	- Know how to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Know how to discuss	- Know how to find and copy a word / group of words which means the same - Know how to use dictionaries to check the meaning of words that they have read - Know how to use a thesaurus to find synonyms - Know how to discuss why words have been chosen	- Know how to discuss vocabulary used by the author to create effect including figurative language. - Know how to evaluate the use of authors' language and explain how it has created an impact on the reader.	Know how to analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology	- Know how to discuss word meaning and link new meanings to those already known. - Know how to interpret key words in more challenging texts to aid their understanding of the writer's choices.

		Know how to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	order to understand the text - Know how to join in with predictable phrases - Know how to use vocabulary given by the teacher - Know how to discuss his/her favourite words and phrases	recurring language in stories and poems	authors' choice of words and phrases for effect - Know how to discuss words that capture the readers interest or imagination - Know how to identify how language choices help build meaning - Know how to find the meaning of new words using substitution within a sentence.	and the effect these have on the reader	- Know how to explore the meaning of words in context, confidently using a dictionary - Know how to investigate alternative word choices that could be made - Know how to 'read around the word' and explore its meaning in the broader context of a section or paragraph	ogy such as metaphor, simile, analogy, imagery, style and effect. know how to find examples of figurative language and how this impacts the reader and contributes to meaning or mood	
Inferences - Key Knowledge		Know how to ask questions to find out more and to check they understand what has	Know how to make basic inferences about characters' feelings by using what	Know how to make inferences about characters' feelings using what they say and do.	Know how to ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and	Know how to ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to	- Know who to justify inferences by referencing a specific point in the text. - Know how to make inferences	Know how to discuss how characters change and develop through texts by drawing inferences based on	Know how to use evidence from texts to make more developed and perceptive inferences. Know how to add depth to analysis by

		been said to them. • Know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.	they say as evidence • know how to infer basic points with direct reference to the pictures and words in the text. • Know how to discuss the significance of the title and events. • Know how to demonstrate simple inference from the text based on what is said and done.	• Know how to infer basic points and begin, with support, to pick up on subtler references. • know how to answer and ask questions, modifying answers as the story progresses. • Know how to use pictures or words to make inferences.	motives (I know this because questions) • Know how to infer characters' feelings, thoughts and motives from their stated actions.	develop character's feelings and actions	about actions or events. • Know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Know how to use figurative language to infer meaning • Know how to give one or two pieces of evidence to support the point they are making. • Know how to draw evidence from more than one place across a text.	indirect clues. • Know how to infer, comment on and make links between the cause and effects of events and actions	exploring connotations at word level.
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