



End of Year Reading Milestones

EYFS

Word reading/de-coding:

- ✓ To say a sound for each letter in the alphabet and at least 10 digraphs.
- ✓ To read words consistent with their phonic knowledge by sound-blending.
- ✓ To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

- ✓ To show an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ✓ To anticipate, where appropriate, key events in stories.
- ✓ To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Year One

Word reading/de-coding:

- ✓ To recognise and read most Year 1 common exception words (CEWs) by sight.
- ✓ To make predictions based on what has been read so far.
- ✓ To use their sounds to decode unfamiliar words.
- ✓ To recognise all 40+ phonemes which have been learnt.
- ✓ To apply phonic knowledge and skills as the route to decode words
- ✓ To read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondence (GPC) that have been taught
- ✓ To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ✓ To read other words of more than one syllable that contain taught GPCs
- ✓ To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ✓ To read 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
- ✓ To re-read these books to build up their fluency and confidence in word reading.

Comprehension:

- ✓ To check that a text makes sense and to self-correct as they read.
- ✓ To discuss a wide range of texts beyond those they can read independently.
- ✓ To discuss the significant events in a text.
- ✓ To discuss word meanings.
- ✓ To make simple inferences.
- ✓ To be familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.
- ✓ To appreciate rhymes and poems, and to recite some by heart.
- ✓ To predict what might happen based on what has been read so far



Year Two

Word reading/de-coding:

- ✓ To recognise and read most Year 2 CEWs by sight.
- ✓ To read words accurately without over sounding and blending, demonstrating fluency.
- ✓ To 'sound out' unfamiliar words accurately.
- ✓ To read accurately by blending the sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.
- ✓ To read accurately words of two or more syllables with the same graphemes as above
- ✓ To correct any inaccurate reading.
- ✓ To read words containing common suffixes.
- ✓ To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- ✓ To re-read books to build up their fluency and confidence in word reading.

Comprehension:

- ✓ To participate in discussions around books and explain their understanding and express their views.
- ✓ To discuss the sequence of events in books.
- ✓ To ask and answer questions about a text.
- ✓ To discuss and clarify the meanings of words.
- ✓ To make inferences based on what is being said and done.
- ✓ To becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- ✓ To read non-fiction books that are structured in different ways.
- ✓ To build up a repertoire of poems learnt by heart, appreciating these, and reciting some.
- ✓ To predict what might happen based on what has been read so far.



Year 3

Word reading/de-coding:

- ✓ To decode most new words, outside of spoken vocabulary.
- ✓ To read longer words with support.

- ✓ To use the context of a sentence to read unfamiliar words.
- ✓ To self-correct consistently.
- ✓ To read simple chapter books independently.
- ✓ To read for a range of purposes independently.
- ✓ To choose appropriate texts with support.
- ✓ To read for sustained periods of time.
- ✓ To complete books.
- ✓ To engage actively in book discussion.
- ✓ To respond to reading in a written form.

Comprehension:

- ✓ To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ To read books that are structured in different ways and reading for a range of purposes.
- ✓ To use dictionaries to check the meaning of words that they have read.
- ✓ To be increasingly familiar with a wide range of books, including fairy stories, myths and legends.
- ✓ To identify themes in a wide range of books.
- ✓ To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- ✓ To discuss words and phrases that capture the reader's interest and imagination.
- ✓ To recognise some different forms of poetry.
- ✓ To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- ✓ To ask questions to improve their understanding of a text.
- ✓ To make inferences about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- ✓ To predict what might happen.
- ✓ To be able to summarise.
- ✓ To identify how language, structure, and presentation contribute to meaning.
- ✓ To retrieve and record information from non-fiction.



Year 4

Word reading/de-coding:

- ✓ To decode most new words outside of spoken vocabulary.
- ✓ To read longer words mostly independently.
- ✓ To use the context of a sentence to read unfamiliar words.
- ✓ To self-correct consistently.
- ✓ To read chapter books independently.
- ✓ To read for a range of purposes independently.
- ✓ To choose appropriate texts.
- ✓ To read for sustained periods of time.
- ✓ To complete books, which shows engagement with a text.
- ✓ To engage actively in book discussion.
- ✓ To respond to reading in a written form.

Comprehension:

- ✓ To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ To read books that are structured in different ways and reading for a range of purposes.
- ✓ To use dictionaries to check the meaning of words that they have read.
- ✓ To be increasingly familiar with a wide range of books, including fairy stories, myths and legends.
- ✓ To identify themes in a wide range of books.
- ✓ To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- ✓ To discuss words and phrases that capture the reader's interest and imagination.
- ✓ To recognise some different forms of poetry.
- ✓ To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- ✓ To give extended explanations of the impact of language choices on meaning.
- ✓ To ask questions to improve their understanding of a text.
- ✓ To make inferences about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- ✓ To predict what might happen.
- ✓ To identify the main ideas from more than one paragraph and be able to summarise.
- ✓ To identify how language, structure, and presentation contribute to meaning.
- ✓ To retrieve and record information from non-fiction.
- ✓ To 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 5****Word reading/de-coding:**

- ✓ To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
- ✓ To read age-appropriate books with confidence and fluency, including whole novels.
- ✓ To use a range of reading strategies to work out any unfamiliar words.
- ✓ To read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.
- ✓ To read for sustained periods of time.
- ✓ To complete a wider range of more challenging and lengthier books.
- ✓ To engage actively in book discussions with and without adult support.
- ✓ To respond to reading in a written form, beginning to develop a critical stance.

Comprehension:

- ✓ To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ To read books that are structured in different ways and read for a range of purposes thus

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.

- ✓ To recommend books to their peers that they have read, giving reasons for their choices.
- ✓ To identify and discuss themes and conventions in and across a wide range of writing, making comparisons within and across books.
- ✓ To learn a wider range of poetry by heart.
- ✓ To prepare poems and plays to read aloud and to perform, showing understanding, through intonation, tone and volume so that the meaning is clear to an audience.
- ✓ To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- ✓ To ask questions to improve their understanding.
- ✓ To use drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences using PEE (Point, Evidence, and Explanation).
- ✓ To predict what might happen from details stated and implied.
- ✓ To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- ✓ To identify how language, structure and presentation contribute to meaning.
- ✓ To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- ✓ To distinguish between statements of fact and opinion.
- ✓ To retrieve, record and present information from non-fiction.
- ✓ To participate in discussions about books that are read to them and those they can read for themselves.
- ✓ To explain and discuss their understanding of what they have read.
- ✓ To provide reasoned justifications for their views.

Year 6

Word reading/de-coding:

- ✓ To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
- ✓ To read age-appropriate books with confidence and fluency, including whole novels.
- ✓ To use a range of reading strategies to work out any unfamiliar words.
- ✓ To read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.
- ✓ To read for sustained periods of time.
- ✓ To complete a wider range of more challenging and lengthier books.
- ✓ To engage actively in book discussions with and without adult support.
- ✓ To respond to reading in a written form, beginning to develop a critical stance.

Comprehension:

- ✓ To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ To read books that are structured in different ways and read for a range of purposes thus 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.
- ✓ To recommend books they have read to their peers, giving reasons for their choices.
- ✓ To identify and discuss themes and conventions in and across a wide range of writing, making comparisons within and across books.
- ✓ To know a range of poetry by heart.
- ✓ To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- ✓ To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

- ✓ To ask questions to improve their understanding.
- ✓ To use drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences using PEE (Point, Evidence, and Explanation).
- ✓ To predict what might happen from details stated and implied.
- ✓ To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- ✓ To identify how language, structure and presentation contribute to meaning.
- ✓ To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- ✓ To distinguish between statements of fact and opinion.
- ✓ To retrieve, record and present information from non-fiction.
- ✓ To participate in discussions about books that are read to them and those they can read for themselves.
- ✓ To 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.
- ✓ To provide reasoned justifications for their views.