St. Andrew's End Points in Reading*

Word Reading							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		The pupil can:					
Begins to develop phonological and phonemic awareness.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes.	Read accurately most words of two or more syllables.	Read accurately many polysyllabic and multi-morphemic words and further exception words	Read accurately most polysyllabic and multi-morphemic words and further exception words	All previous statements to be achieved to gain EXS.	
Hears and says the initial sound in words.	Read words consistent with their phonic knowledge by sound-blending.	Read most words containing common Year 1 suffixes –s, -es, -ing, -ed, -er and -est	Read most words containing common suffixes from the KS1 spelling appendix				
	Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.	Read most Year 1 common exception words (see appendix).	Read most common exception words from the KS1 spelling appendix				
		Read words with contractions e.g. I'm, I'll and know that the apostrophe shows a missing letter.	Continue to apply phonics as a route to re-code words.				

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		In age-appropriate books the pupil can:					
		Read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding. Re-read books to build up fluency and confidence.	Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Approximately 90 words per minute.	Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.	Read aloud fluently with intonation that shows understanding.	Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding	
		Sound out most unfamiliar words accurately	Sound out most unfamiliar words accurately, without undue hesitation. Re-read books to build confidence and fluency.	Read many words outside spoken vocabulary, making a good approximation to the word's pronunciation.			

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General Comprehension

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		In a book they can already read fluently, the pupil can:		**In age-appropriate books the pupil can:**		**The pupil can:**	
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Demonstrates an understanding of what has been read to them by retelling stories and narratives, using their own words and recently introduced vocabulary.	Check that it makes sense to them, correcting any inaccurate reading	Check that I makes sense to them, correcting any inaccurate reading	Check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty.	Check that the text makes sense, correcting when meaning is lost.	Work out the meaning of words from context, checking that the text makes sense.	Work out the meaning of words from context, checking that the text makes sense.
Begins to understand why and how questions.	Anticipate – where appropriate – key events in stories.	Answer questions and make some inferences	Answer some questions and make some inferences.	Draw inferences and begin to justify their opinions through discussions.	Draw inferences and begin to justify their opinions through discussions.	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
	Use and understand recently	Join in discussions about what has	Explain what has happened so far in what they have read				

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		introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	happened so far in what they have read				
				Make a plausible prediction about what might happen on the basis of what has been read so far.	Make a plausible prediction about what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
				Summarise main ideas providing key details.	Summarise main ideas providing key details.	Summarise main ideas providing key details.	Summarise main ideas, identifying key details and using quotations for illustration.
				Retrieve information from non-fiction.	Retrieve information from non-fiction.	Retrieve information from non-fiction.	Retrieve information from non-fiction.
					Make links between the book they are reading and other books they have read	Make links between the book they are reading and other books they have read	Make comparisons within and across books.
						Evaluate how authors use language, beginning to consider the impact on the reader.	Evaluate how authors use language, beginning to consider the impact on the reader.

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Comprehension by Strand

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval		Checking that the text makes sense to them and self-correcting inaccuracies.	Checking that the text makes sense to them and self-correcting inaccuracies.	Refers back to the text for evidence when explaining	Identifies key words and phrases as evidence when making a point.	Comments on use of language using correct terminology e.g. onomatopoeia, metaphor etc	Recognises how authors of non-fiction texts sequence information and link points.
		Recognising patterns and repeating language.	Recognising simple recurring literary language in stories and poetry.	Uses the features of non-fiction texts (e.g. contents, indexes) to retrieve information.	Identifies the way descriptive language and details are used to create an image of an unfamiliar place.	Identifies how the author signals change in the narration, time place and how this might affect the reader.	
			Answering and asking questions		Identifies figurative language and how it helps to build a picture of a character.	Comments on how a character is presented and developed, referring to dialogue, action and description.	Uses more than one piece of evidence from the text to justify opinion, and where there is competing/distracting information.
					Retrieves information from a text where there is competing/distracting information.	Uses more than one piece of evidence from the text to justify opinion, and where there is competing/distracting information.	

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Summarising		Clearly explain and discuss what has been read to them, listening to others' ideas.	Discussing the sequence of events in books and how items of information are related.	Summarise main ideas from a text.	Summarise main ideas from a range of texts including non-fiction.	n/a	Summarises competing views
				Begin to identify themes across texts e.g. friendship, good vs evil	Explains and justifies an opinion on how an issue is resolved or how a whole narrative is ended.		Summarise why dialogue at certain points is important.
Texts Y1 and Y2 Authorial Intent/Comparing Y3, Y4, Y5 and Y6		Listen to a range of text types (including fiction, non-fiction and poetry) beyond what they can read independently.	Listen to, discuss and express views about poetry and non-fiction beyond what they can read independently. Understand how non-fiction books are structured in a different way to fiction.	Discuss how certain words or phrase have been used to capture the reader's imagination.	Understands how authors use a variety of sentence constructions.	Identifies which texts are balanced, which are biased and which have more than one point of view.	Justifies a personal response to a narrative and understands whether this is in agreement or disagreement with the narrator's point of view.
		Re-tell familiar stories, including fairy tales and traditional stories.	Become more confident about retelling a wider range of fairy stories and traditional tales.			Checks whether a viewpoint changes in the story.	Explains how a personal response to a text may have change or evolved.

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		Recite a poem or rhyme by heart.	Continue to build a repertoire of poems learnt by heart, using expression.			
Prediction		Predict what might happen next based on what has occurred already.	Predict what might happen next based on what has occurred already.	Predicts what might happen from details stated and indicate how likely it is that their prediction will take place.	Predicts on the basis of mood or atmosphere, how a character might behave.	Identifies whether changes in characters were expected.	n/a
Inferring		Link what they have read to their own experiences.	Use what they know and has been given to them to discuss texts.	Suggest a reason why someone might have acted in a certain way or why something's happened.	Identifies techniques used by the author to persuade the reader to feel sympathy or dislike.	Considers the time and place of the setting and finds evidence of how that might affect character actions or plot development.	Identify and analyse why and how scene changes are made with reference to the characters and events.
		Use what they already know or has been given to them to make suggestions.		Infer character's feelings, motives, behaviour and relationships based on what has happened in the story.	Justifies opinions of particular characters and/or settings.	Provides evidence of how a character has changed and discuss the reasons why this may have happened (these may not be obvious).	Distinguish between implicit and explicit points of view.
				Makes links with own experiences when making judgements about characters.	Distinguishes between fact and opinion.	Recognises how characters within a narrative may have different perspectives.	
		Make simple inferences about what has happened so far in a book.	Make inferences based on what is being said or done.	Justifies their views about what they have read.	Makes deductions about the motives and feelings that might lay behind what a character says.	Explore figurative language and why the author has used it.	Explains the intent of the author and how they have tried to affect the emotions of the reader.

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		Discuss why the title might be important.		Identify how settings are used to create atmosphere.	Evaluates texts to say how appealing they are for their intended audience.		
Vocabulary		Discuss new words and what they mean.	Discuss and clarify the meaning of new words and link them to known vocab.	Uses knowledge of root words, prefixes and suffixes to read unfamiliar words.	Applies word reading knowledge to infer meaning of unfamiliar words	Uses a range of strategies to identify the meaning of new vocabulary.	Uses a range of strategies to identify the meaning of new vocabulary.
			Discuss favourite words and phrases.	Identifies new vocab and sentence structure, and discusses to develop understanding.	Identify descriptive language and how it affects the mood/atmosphere. How authors use precise vocab to create effect e.g. 'They crept silently in the darkness.'	Identify examples of effective description that evoke time or place commenting both on word and sentence choice.	