



Reception End Points	Year 1 End points	Year 2 End Points
<p>Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate, where appropriate, key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Working at the expected standard</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes • read most words containing common Year 1 suffixes • read most Year 1 common exception words • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read most words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings <p>The pupil can:</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and nonfiction a level beyond that at which they can read independently • link what they read or hear read to their own experiences • become familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics • recognise and join in with predictable phrases • learn to appreciate rhymes and poems, and recite some by heart 	<p>Working at the expected standard</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • accurately read most words of 2 or more syllables • read most words containing common suffixes* • read most common exception words* <p>In age-appropriate** books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words*** • sound out most unfamiliar words accurately, without undue hesitation <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read <p>*Teachers should refer to the spelling appendix to the national curriculum (English appendix 1: spelling) to exemplify the words that pupils should be able to read as well as spell. **Teachers should compare the books that their pupils read with those provided for the KS1 reading test. The sources for the reading test are listed in the copyright acknowledgements in published KS1 test materials. ***Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</p>



	<ul style="list-style-type: none"> • discuss word meanings, linking new meanings to those already known <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately <p>In a book they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check that it makes sense to them, correcting most inaccurate reading • answer questions and make some inferences • join in discussions about what has happened so far in what they have read. 	
	<p>Working at greater depth within the expected standard</p> <p>The pupil can</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes • read most common exception words (year 1 list) and some from year 2 list • read most words correctly of two or more syllables • read most words with contractions and understand that the apostrophe represents the 	<p>Working at greater depth within the expected standard</p> <p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> • make inferences • make a plausible prediction about what might happen based on what has been read so far • make links between the book they are reading and other books they have read



	<p>omitted letter (e.g. I'll, we'll, I'm)</p> <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none">• read most words quickly and accurately without overt sounding and blending• sound out many unfamiliar words accurately, without undue hesitation <p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none">• make links to what has been read to them to their own experiences• check the text makes sense to them and correct themselves• talk about meanings of new words they have found (vocabulary)• answer questions to show their understanding of a text (retrieval)• make inferences based on what is being said and done (words and illustrations)• Make links to other texts• Begin to use a dictionary and thesaurus• Understand and embed new tier two vocabulary from the text into their lexicon• Understand and begin to talk about word choices and word presentation of the author• Use expression and intonation when reading allowed,	
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	following punctuation clues.	
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