



**Reading KPIs**

**Year 1- Year 6**

Year 1 Expected		Year 1 Greater Depth
<p><b>Print Awareness:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Be introduced to non-fiction books that are structured in different ways and consider their features</li> </ul> <p><b>Word Reading:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) at Phase 5</li> <li>• Read aloud accurately, books that are consistent with their developing phonic knowledge</li> <li>• Read all the common suffixes and all the common exception words at Phase 5.</li> <li>• Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>• Check that the text makes sense to them as they read and begin to correct inaccurate reading</li> <li>• Re-read books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Comprehension:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Link what they read or hear being read to their own experiences <b>(Making connections)</b></li> <li>• Draw on their existing vocabulary to talk about the meaning of new words <b>(Clarifying)</b></li> <li>• Make simple inferences on the basis of what is being said and done <b>(Inferring)</b></li> <li>• Make simple predictions on what might happen on the basis of what has been read so far <b>(Predicting)</b></li> <li>• Ask, with prompting, simple questions about a text based on their interests and the pictures <b>(Asking questions)</b></li> <li>• Express personal responses about a text including likes and dislikes <b>(Evaluating)</b></li> <li>• Summarise what has happened in their own words with support, prompts and picture cues <b>(Summarising)</b></li> </ul>	<p>When reading increasingly challenging texts, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read fluently and accurately blending taught GPCs at Phase 5.</li> <li>• Predict what might happen on the basis of what has been read so far, giving reasons for their thinking</li> <li>• Begin to discuss the author’s vocabulary choices and explain why they like them</li> <li>• Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features.</li> </ul>

**Print Awareness:**

In age appropriate books and books that they are reading independently, the pupil can:

- Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics
- Be introduced to non-fiction books that are structured in different ways and identify their features

**Word Reading:**

In age appropriate books and books that they are reading independently, the pupil can:

- Read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focusing on their understanding rather than on decoding individual words
- Read accurately words of two or more syllables
- Read words containing common suffixes
- Read most Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check that the text makes sense to them as they read and correct inaccurate reading
- Re-read books to build up their fluency and confidence in word reading

**Comprehension:**

In age appropriate books and books that they are reading independently, the pupil can:

- Participate in discussion about books, poems and other texts taking turns and listening to what others say
- Drawing on what they already know or on background information and vocabulary provided by the teacher make connections to their own experiences, relationships and emotions **(Making connections)**
- Discuss the meanings of words drawing on their knowledge of phonics and word patterns **(Clarifying)**
- Make inferences on the basis of what is being said and done, giving some simple reasoning for their thinking **(Inferring)**
- Make plausible predictions about what might happen on the basis of what has been read so far and wider knowledge **(Predicting)**
- Ask questions about a text based on retrieval of information, beginning to use why and how linked to inferences **(Asking questions)**
- Express likes and dislikes referring to characters, events and word choices, giving some reasoning for these **(Evaluating)**
- Summarise and retell the main sequence of events and facts **(Summarising)**

**The pupil can, in a book they are reading independently:**

- Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.
- Uses intonation and expression to reflect the comprehension of what is read
- Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate links
- Discuss the author's vocabulary choices and begin to describe the impact on the reader

Year 3 Expected		Year 3 Greater Depth
<p><b>Print Awareness:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read for a range of purposes and a wide range of books across genres</li> <li>• Identify the features of different texts (fiction, non-fiction, range of poetry)</li> </ul> <p><b>Word Reading:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding unfamiliar words</li> <li>• Show understanding of language and punctuation by reading with prosody (intonation, tone, volume)</li> <li>• Check if reading makes sense, correcting any inaccurate reading</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet</li> <li>• Read Y3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Comprehension:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• With support can skim and scan to retrieve information from a text <b>(Retrieval)</b></li> <li>• Make links to their experiences and other texts by drawing on knowledge of authors, themes and story structures <b>(Making Connections)</b></li> <li>• Discuss their understanding and explain the meaning of words in context <b>(Clarifying)</b></li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with some reference to the text <b>(Inferring)</b></li> <li>• Make plausible predictions on what might happen from details stated and implied, justifying these with close reference to the text <b>(Predicting)</b></li> <li>• Ask higher order questions using why and how, based inference and evaluation, to improve their understanding of a text <b>(Asking questions)</b></li> <li>• Discuss, with prompting, the impact of the author's language choices on the reader <b>(Evaluating)</b></li> <li>• Begin to summarise more succinctly, including specifics of plot, character, setting and key facts <b>(Summarising)</b></li> </ul>	<p>When reading increasingly challenging texts, the pupil can:</p> <ul style="list-style-type: none"> <li>• Justify views about a text using reasoning and explanation skills</li> <li>• Justify inferences made about character's thoughts and feelings by referring to and explaining both implicit and explicit information</li> <li>• Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text</li> </ul>

Year 4 Expected		Year 4 Greater Depth
<p><b>Print Awareness:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read for a range of purposes and a wide range of books across genres</li> <li>• Identify and discuss themes and conventions of different texts (fiction, non-fiction, range of poetry)</li> </ul> <p><b>Word Reading:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding unfamiliar words</li> <li>• Show understanding of language and punctuation by reading with prosody (intonation, tone, volume)</li> <li>• Check if reading makes sense, correcting any inaccurate reading</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet</li> <li>• Read Y3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Comprehension:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• With developing independence can skim and scan to retrieve information from a text <b>(Retrieval)</b></li> <li>• Make reasoned links to their experiences and other texts by drawing on knowledge of authors, themes and story structures <b>(Making Connections)</b></li> <li>• Discuss their understanding and explain the meaning of words in context, as well as using wider clues such as background knowledge <b>(Clarifying)</b></li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence from the text <b>(Inferring)</b></li> <li>• Make plausible predictions on what might happen from details stated and implied, justifying these with close reference to the text <b>(Predicting)</b></li> <li>• Ask higher order questions using why and how, based inference and evaluation, to improve their understanding of a text <b>(Asking questions)</b></li> <li>• Discuss the impact of the author's language choices on the reader and the meaning of the text <b>(Evaluating)</b></li> <li>• Identify the main ideas drawn from more than one paragraph and succinctly summarise these including specifics of plot, character and setting <b>(Summarising)</b></li> </ul>	<p>When reading increasingly challenging texts, the pupil can:</p> <ul style="list-style-type: none"> <li>• Reason about words, explaining meaning in multiple contexts with reference to shades of meaning and effectiveness</li> <li>• Explain and reason about how writers use a range of literary techniques, including figurative language, to create specific effects on the reader with reference to vocabulary and grammar</li> <li>• Explain the wider features of different genres and explain their purpose</li> </ul>

Year 5 Expected		Year 5 Greater Depth
<p><b>Print Awareness:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of books across genres and written for a range of purposes</li> <li>• Identify the features of an increasingly wide range of texts (fiction, non-fiction, range of poetry)* and use some technical terms to discuss these e.g. imagery, effect, suggest, metaphors</li> <li>• In using reference/information books, pupils need to know what information they need to look for before they begin; they need to show how to use content pages and indexes to locate information.</li> </ul> <p><b>Word Reading:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read aloud with prosody that shows understanding of the text (including language and punctuation) and allows meaning to be communicated clearly to the audience</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound</li> <li>• 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.</li> </ul>	<p><b>Comprehension:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Participate in discussions about books by explaining their understanding of what they have read, maintaining a focus on the topic and providing reasoned justifications for their views supported by coherent evidence</li> <li>• Efficiently skim read a text for the main idea (<b>Retrieval</b>)</li> <li>• Efficiently scan a text for specific words and phrases (<b>Retrieval</b>)</li> <li>• Make comparisons within and across books, drawing on knowledge of authors, themes and time period, the wider world and using the terminology of text type (<b>Making Connections</b>)</li> <li>• Explain how words and phrases can have different meanings in multiple contexts using wider clues of language and text structures and background knowledge (<b>Clarifying</b>)</li> <li>• Confidently draw inferences by identifying authorial intent and suggesting different ways of interpreting the text (<b>Inferring</b>)</li> <li>• Make reasoned predictions on what might happen from details stated and implied, referring to multiple parts of the text using detail and making links to other texts (<b>Predicting</b>)</li> <li>• Ask higher order questions to improve their understanding of the text and use these to challenge each other when reading (<b>Asking Questions</b>)</li> <li>• Discuss and evaluate the author’s use of language, including figurative language, and other text features, considering the</li> </ul>	<p>When reading increasingly challenging texts, pupils can confidently and independently:</p> <ul style="list-style-type: none"> <li>• Choose generally accurate relevant textual references or quotations and explain - when appropriate- using PEE</li> <li>• Identify and describe literary techniques to show shifts in time and formality and evaluate the effectiveness of techniques</li> <li>• Identify and discuss how a writer has appealed to more than one audience within one text</li> <li>• Recognise and explain nuances in meaning of vocabulary choices,</li> </ul>

<ul style="list-style-type: none"><li>• Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words, to find meaning and pronounce accurately.</li><li>• Re-read and read ahead to check for meaning</li></ul>	<p>impact on the reader (<b>Evaluating</b>)</p> <ul style="list-style-type: none"><li>• Succinctly summarise the main ideas and themes drawn from more than one paragraph, identifying key details to support (<b>Summarising</b>)</li></ul>	<p>reasoning about the effectiveness</p> <ul style="list-style-type: none"><li>• Identify and discuss in depth the themes and conventions in a range of texts making justified comparisons with confidence</li></ul>
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\*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 Expected		Year 6 Greater Depth
<p><b>Print Awareness:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of books across genres and written for a range of purposes</li> <li>• Identify the features of an increasingly wide range of texts (fiction, non-fiction, range of poetry)* and use some technical terms to discuss these e.g. imagery, effect, suggest, metaphors, pathetic fallacy as well as showing how these help the reader draw meaning from the text</li> <li>• In using reference/information books, pupils need to know what information they need to look for before they begin; they need to show how to use content pages and indexes to locate information.</li> </ul> <p><b>Word Reading:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read aloud with prosody that shows understanding of the text (including language and punctuation) and allows meaning to be communicated clearly to the audience</li> <li>• Read further exception words, noting the unusual</li> </ul>	<p><b>Comprehension:</b> In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> <li>• Participate in discussions about books by explaining their understanding of what they have read, maintaining a focus on the topic and providing reasoned justifications for their views supported by coherent evidence</li> <li>• Efficiently skim read a text for the main idea (<b>Retrieval</b>)</li> <li>• Efficiently scan a text for specific words and phrases (<b>Retrieval</b>)</li> <li>• Make comparisons within and across books, drawing on knowledge of authors, themes and time period, the wider world and using the terminology of text type (<b>Making Connections</b>)</li> <li>• Explain how words and phrases can have different meanings in multiple contexts using wider clues of language and text structures and background knowledge (<b>Clarifying</b>)</li> <li>• Confidently draw inferences by identifying authorial intent and suggesting different ways of interpreting the text, as well as explaining how the context of the text may affect its meaning e.g., historical, social or cultural (<b>Inferring</b>)</li> <li>• Make reasoned predictions on what might happen from</li> </ul>	<p>When reading increasingly challenging texts, pupils can confidently and independently:</p> <ul style="list-style-type: none"> <li>• Choose generally accurate relevant textual references or quotations and explain - when appropriate- using PEE</li> <li>• Explain and evaluate how writers have effectively demonstrated an assured and conscious control over levels of formality and tone with reference to the manipulation of grammar and vocabulary</li> <li>• Identify and discuss how a writer has appealed to more than one audience within one text</li> <li>• Recognise and explain nuances in meaning of vocabulary choices, reasoning about the effectiveness</li> </ul>

<p>correspondences between spelling and sound</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words, to find meaning and pronounce accurately.</li> <li>• Re-read and read ahead to check for meaning</li> </ul>	<p>details stated and implied, referring to multiple parts of the text using detail and making links to other texts <b>(Predicting)</b></p> <ul style="list-style-type: none"> <li>• Ask higher order questions to improve their understanding of the text and use these to challenge each other when reading <b>(Asking Questions)</b></li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and how it enhances meaning <b>(Evaluating)</b></li> <li>• Succinctly summarise the main ideas and themes drawn from more than one paragraph, identifying key details to support and using the language of the text <b>(Summarising)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss in depth the themes and conventions in a range of texts making justified comparisons with confidence</li> </ul>
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