

Year Group	Key Performance Indicators
EYFS	Phase 1: Learners show an understanding that print represents the real or imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a 'book' and an awareness of some of it's structural elements. They use visual cues to recall sounds and the words they are 'reading' to construct meaning.
Year 1	<p>Year 1 Key Performance Indicators</p> <p>Responds speedily with the correct sounds to graphemes (letters or groups of letters for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. 40+ Phonemes</p> <p>Reads accurately by blending sounds in unfamiliar words.</p> <p>Reads common exception words.</p> <p>Y1 Common exception words NC Spelling Appendix 1</p> <p>Reads 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.</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Becoming very familiar with key stories, fairy stories and traditional tales. <p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them as they read. - As they read, correcting inaccurate reading. - Discussing the significance of the titles and events. - Predicting what might happen on the basis of what has been read so far.
IB Scope and Sequence	Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognise them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Year 3 Key Performance Indicators

Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.

Year 2 Common Exception Words NC Spelling Appendix 1

Reads accurately words of two or more syllables that contain the same graphemes as above.

Reads most words at an instructional level 93-95% quickly and accurately without overt sounding and blending, when they have been frequently encountered.

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.
 - Re-telling a range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Checking that the text makes sense to them as they read and correcting inaccurate reading.
 - Answering questions.
- Predicting what might happen on the basis of what has been read so far.

Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 2

IB Scope and Sequence

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognise them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

<p>Year 3</p>	<p style="text-align: center;">Year 3 Key Performance Indicators</p> <p style="text-align: center;">Develops positive attitudes to reading and understanding of what they read by;</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Using dictionaries to check the meaning of words they have read. - Identifying themes and conventions in a wide range of books. <p style="text-align: center;">Reads further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word.</p> <p style="text-align: center;">Year 3&4 Common Exception Words NC Spelling Appendix 1</p> <p style="text-align: center;">Understands what they have read independently by:</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. - Predicting what might happen from details stated and implied. <p style="text-align: center;">Retrieves and records information from non-fiction.</p>
<p>IB Scope and Sequence</p>	<p>Learners show an understanding that text is used to convey meaning in different ways and for different purposes - they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognise that the structure and organisation of text conveys meaning.</p>

Year 4 Key Performance Indicators

Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the National Curriculum Document - both to read aloud and to understand the meaning of new words that are met.

NC Spelling Appendix 1

Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Uses dictionaries to check the meaning of words that have been read.

Identifies themes and conventions in a wide range of books.

Reads further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word.

Year 3&4 Common Exception Words

Checks that the text makes sense to the individual, discussing this understanding and explaining the meaning of words in context.

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.

Predicts what might happen from details stated and implied.

Identifies main ideas drawn from more than one paragraph and summarises these.

Retrieves and records information from non-fiction.

Year 4

IB Scope and Sequence

Learners show an understanding that text is used to convey meaning in different ways and for different purposes - they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognise that the structure and organisation of text conveys meaning.

Year 5 Key Performance Indicators

Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the National Curriculum Document - both to read aloud and to understand the meaning of new words that are met.

NC Spelling Appendix 1 Year 5&6 Common Exception Words

Increases 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.

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Retrieves, records and presents information from non-fiction.

Participates in discussions about books that are read to the child and those that can be read independently.

Provide reasoned justifications for their views about a book.

Year 5

IB Scope and Sequence

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

<p>Year 6</p>	<p style="text-align: center;">Year 6 Key Performance Indicators</p> <p>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the National Curriculum Document - both to read aloud and to understand the meaning of new words that are met.</p> <p style="text-align: center;">NC Spelling Appendix 1 Year 5&6 Common Exception Words</p> <p>Increases 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.</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieves, records and presents information from non-fiction.</p> <p>Participates in discussions about books that are read to the child and those that can be read independently.</p> <p>Provide reasoned justifications for their views about a book.</p>
<p>IB Scope and Sequence</p>	<p>Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.</p>
<p>IB Scope and Sequence</p>	<p>Some children will go further: Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment not only in the process, but in the access it provides them to further their knowledge about and understanding of, the world.</p>