Reading Comprehension Milestone 1 (Years 1 and 2)

Comprehension



1A

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.

Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.

Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.

Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.

Word reading

Apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

Read other words of more than one syllable that contain taught GPCs.

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

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.

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

1B

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.

Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.

Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.

Word reading

1B

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.

Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.

Sound out most unfamiliar words accurately, without undue hesitation.

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

Read accurately most words of two or more syllables.

Read most words containing common suffixes.

Read most common exception words.

Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute.

Read 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.

Reading Comprehension Milestone 2 (Years 3 and 4)

Comprehension



2A

Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Understand what they read, in books they can read independently, by asking simple questions to improve their understanding of a text.

Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].

Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.

Retrieve and record simple information from non-fiction.

Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.

Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Word reading

Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

2B

Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.

Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].

Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.

Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.

Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.

Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.

Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Word reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

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

Reading Comprehension Milestone 3 (Year 5 and 6)



3A

Understand what they read by beginning to ask questions to improve their understanding.

Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read by beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].

Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Beginning to distinguish between statements of fact and opinion.

Beginning to retrieve, record and present information from non-fiction.

Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.

Beginning to provide reasoned justifications for their views.

Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.

Word reading

Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

3B

Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].

Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Understand what they read by identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

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.

Provide reasoned justifications for their views.

Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.

Maintain positive attitudes to reading and understanding of what they read by 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.

Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices.

Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.

Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.

Maintain positive attitudes to reading and understanding of what they read by preparing 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.

Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Understand what they read by asking questions to improve their understanding.

Word reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.