

English Reading - End Points

E A R L Y Y E A R S F O U N D A T I O N S T A G E



Reading: Word Reading		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading <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.

Fluency		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we can read English text from left to right and from top to bottom the names of different parts of a book page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Inference and Prediction		
Three and Four-Year-Olds	Communication and Language <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	
ELG	Communication and Language	Speaking <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension <ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories.

By the end of Foundation Stage a young reader at Mytham will ...

- Want to read
- Have had many stories shared with them and will be excited at the anticipation of a new story
- Have had the opportunity to engage with books daily, both with adults and independently
- Express opinions on what they hear and share knowledge they've learned from books, both stories and non-fiction
- Share their own ideas for stories and maybe act them out with props and toys
- Tell a story orally using what they've heard
- Be able to read using the sounds they have learned
- Enjoy hearing songs and rhymes and perform them both alone and with their classmates

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Reading: Comprehension			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Understand 'why' questions, like: "Why do you think the caterpillar got sofat?"• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy		<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Reception	Communication and Language		<ul style="list-style-type: none">• Engage in storytimes.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<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.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with their peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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- Have had the opportunity to engage with books daily, both with adults and independently
- Express opinions on what they hear and share knowledge they've learned from books, both stories and non-fiction
- Share their own ideas for stories and maybe act them out with props and toys
- Tell a story orally using what they've heard
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E n d o f K e y S t a g e O n e



National Curriculum Objectives for KS1

Pupils should be taught to:

- ♦ apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent within books pitched at the correct level, rereading to achieve fluency
- ♦ read new words accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes, quickly and accurately those already known
- ♦ read accurately words taught including suffixes, common exception words

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

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear read to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.



**By the end of KS1
Mytham readers
should be ...**

- **Excited still to read and be read to and share their reading experience**
- **Begin to use their reading to generate their own stories**
- **Building knowledge in different areas from their non-fiction reading**
- **Recognise different genres of book and point out key parts of non-fiction (contents/title/headings)**
- **Choose a book and explain why they have chosen it**
- **Share their love and opinions of a range of books, poems, stories, explaining their views**
- **Recite several poems by heart and name some favourite authors**
- **Make predictions before they read based on a cover or title or experience**

English Reading - End Points

E n d o f K e y S t a g e T w o



National Curriculum Objectives for KS2

Pupils should be taught to:

- 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.

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 and those structured in different ways for different purposes
- 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
- recommending books that they have read to their peers, giving reasons for their choices and making comparisons within and across books read
- identifying and discussing themes and conventions in and across a wide range of writing
- learning a wider range of poetry by heart and preparing performances using intonation, tone and volume

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- 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
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning and 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 using reasoned justifications for views
- 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

**By the end of KS2 , a
Mytham reader should
be able to...**

- **Enthuse about a wide range of texts that they have read and would like to, summarising their opinions about character, plot and personal experiences**
- **Confidently compare texts from different genres, cultures, historical periods making links**
- **Discuss new words they meet, using strategies to decide on meaning and effect and be keen to use them**
- **Choose a non-fiction book to answer a question in their learning**
- **Love to read aloud and perform to engage an audience**

