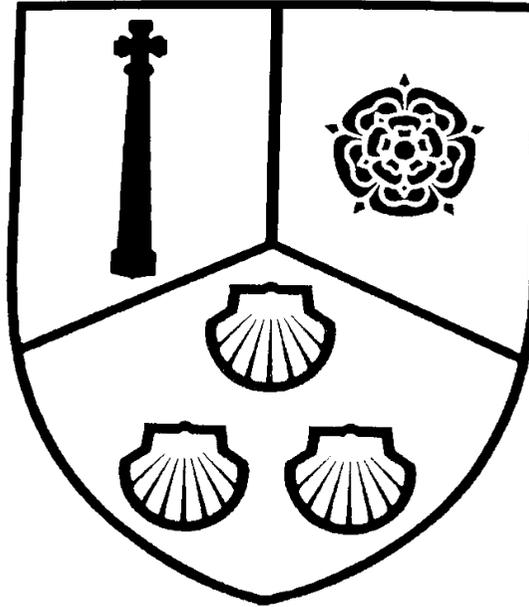


Leyland St. James' CE (Aided) Primary School

READING MILESTONES



**A Christian family where all are valued, children achieve, and the future begins**

Our mission is to serve the community through serving our children. Every child is welcomed regardless of need for 'who so ever welcomes one such child in my name welcomes me' (Matthew 18.5). Everyone is valued; everyone has worth. We ensure that every child develops within God's love.

Year Group	Early Years		
Assessment milestone	Term 1	Term 2	Term 3
<b>Phonics &amp; Reading</b>	<ul style="list-style-type: none"> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Hears and says the initial sound in words.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> </ul>	<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Begins to decode words and simple sentences with phonics phase 2 / 3.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Reads some Phase 4 common irregular words.</li> </ul>
	<ul style="list-style-type: none"> <li>Listens to and joins in with stories and poems, one-to one and also in small groups.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Shows interest in illustrations and print in books and print in the environment</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Holds books the correct way up and turns pages.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>Enjoys an increasing range of books.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Knows that information can be retrieved from books and computers.</li> <li>They listen to stories accurately anticipating key events</li> </ul>	<ul style="list-style-type: none"> <li>Reads and understand simple sentences using Phase 3/4 phonemes and tricky words.</li> <li>Demonstrates understanding when talking with others about what they have read.</li> <li>They answer 'how' and 'why' questions about their experiences and in response to stories and events.</li> <li>They listen to stories accurately anticipating key events and responds to what they hear with relevant comments, questions and actions.</li> </ul>

Year Group	YEAR 1		
Assessment milestone	Term 1	Term 2	Term 3
	ENTERING	DEVELOPING	SECURE
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>• Can read the Reception high frequency word list.</li> <li>• Apply phonic knowledge and skills as the route to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+phonemes, including, where applicable, alternative sounds for grapheme.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• 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.</li> <li>• Re-read books to build up their fluency and confidence in word reading.</li> <li>• Uses phonic knowledge to attempt unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Is beginning to use expression to show awareness to punctuation (.).</li> <li>• Can read some of the Year 1-2 ORT high frequency word list.</li> </ul>
<b>READING COMPREHENSION (appropriate to age-related texts)</b>	<ul style="list-style-type: none"> <li>• Shows an understanding of a wide range of poems, stories and non-fiction that has been read and listened to</li> <li>• Can point to a full stop</li> <li>• Can sometimes talk about the main points or events in a simple text.</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them, recognising and joining in with predictable phrases.</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> <li>• Check that the text makes sense to them as they read.</li> <li>• Discuss the significance of the title and events within a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Link what they read or hear read to their own experiences</li> <li>• Consider the particular characteristics of what they read and hear read.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Correct inaccurate reading when prompted.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>

	<ul style="list-style-type: none"><li>• Appreciate rhymes and poems, and recite some by heart.</li><li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li></ul>	<ul style="list-style-type: none"><li>• Make inferences on the basis of what is being said and done.</li><li>• Participate in discussion about what is read to them, taking turns and listening to other views.</li><li>• Is beginning to make predictions based on the title, blurb and/or pictures.</li><li>• Knows that information can be retrieved from books and computers.</li><li>• They listen to stories accurately anticipating key events</li></ul>	<ul style="list-style-type: none"><li>• Can answer simple questions/find information in response to a direct, literal question.</li><li>• Contributes to discussion expressing opinions about main events and characters in the story</li></ul>
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Year Group	YEAR 2		
Assessment milestone	Term 1	Term 2	Term 3
	ENTERING	DEVELOPING	SECURE
			<b>Silent reading for the first 10 minutes of the day. Guidance through AR quizzes.</b>
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Apply phonic knowledge and skills as the route to decode words; however, may need support when reading long vowel phonemes that have several representations (ai, a_e) or graphemes that have more than one sound ( bread, read, beach).</li> <li>Knows the function of a full stop when reading aloud.</li> <li>Can select an appropriate book using the front cover and book title as well as the illustrations and words inside to make reading choices.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Recognises and effortlessly decodes alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables.</li> <li>Read words containing common suffixes.</li> <li>Can read most of the year 1-2 word list.</li> <li>Can read aloud with intonation, taking into account a wider range of punctuation ( . ? ! , )</li> </ul>	<ul style="list-style-type: none"> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Can read the entire year 1-2 word list.</li> <li>Can read aloud with intonation, taking into account a wider range of punctuation ( . ? ! , ) as well as inverted commas for dialogue.</li> <li>Reads words with common suffixes and most common exception words, based on what has been taught.</li> </ul>
<b>READING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Regards reading as a pleasurable activity</li> <li>Demonstrates understanding of a wide range of poetry, stories and non-</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of a wide range of poetry,</li> <li>stories and non-fiction that is read independently and</li> </ul>	<ul style="list-style-type: none"> <li>Recognises and understands the different structures of non-fiction books that have been introduced (ie using contents or index pages to</li> </ul>

	<p>fiction that has been read and listened.</p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Answer and ask questions. Appreciate rhymes and poems, and recite some by heart.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• more challenging books that are listened to , through identification of key aspects of the text, explanation, and active discussion that takes account of what other say.</li> <li>• Discuss the sequence of events in books</li> <li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Discuss their favourite words and phrases</li> <li>• Discuss how different words and phrases affect meaning.</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they have read themselves, taking turns and listening to what others say.</li> <li>• Can locate specific information on a given page in response to a direct question.</li> <li>• Is beginning to talk about the features of certain nonfiction texts.</li> <li>• Can use a contents and index page in nonfiction texts.</li> </ul>	<p>locate information in a non-fiction texts).</p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Can explain the meaning of WOW words in context.</li> <li>• Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and characters.</li> </ul>
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Year Group	YEAR 3		
Assessment milestone	Term 1	Term 2	Term 3
	ENTERING	DEVELOPING	SECURE
	Silent reading for first 20 minutes of the day – AR quiz to be accessed on completion of each book.		
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>• Can read independently using a range of strategies appropriately, including decoding to establish meaning.</li> <li>• Can read some Year 3/4 common exception words list (20 words plus approximately)</li> </ul>	<ul style="list-style-type: none"> <li>• Can read approximately half of the Year 3/4 common exception words list (50 words plus)</li> <li>• Can read aloud with expression and intonation, taking into account ?,!' for contractions; as well as inverted commas (“ ”) for dialogue.</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read aloud with intonation and expression taking into account a higher standard punctuation including ... ( ) –</li> <li>• Can read approximately half of the Year 3/4 common exception words list (50 words plus)</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</li> </ul>
<b>READING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>• With support, can use dictionaries to check the meaning of words that they have read.</li> <li>• Can make plausible predictions based on knowledge from the text and wider connections.</li> <li>• Understand the job of different punctuation marks and use them to help with tone and expression.</li> <li>• Summarise and explain the main points from a text, referring back to the text where necessary to support this.</li> </ul> <p>Identify the words and phrases that an author has chosen to create mood and build tension.</p>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Use contents, indexes and subheadings to find information.</li> <li>• Understand that different kinds of sentences can affect the meaning.</li> <li>• Discuss the effect of language on mood and tension.</li> <li>• Begin to predict what will happen and why events and actions have happened using evidence from the text.</li> <li>• Compare texts with others by the same author.</li> <li>• Understand the purpose of a paragraph and chapter.</li> </ul>	<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 they meet.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Read texts that are structured in different ways for a range of purposes.</li> <li>• Can work out the meaning of unfamiliar words by using context clues as well as their knowledge of word structure and similar words.</li> <li>• Retrieve and record information from non-fiction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Beginning to comment on grammatical features of different text types ( adverbs in description, imperative verbs in instructions, short sentences for suspense)</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming more able to work out the meaning of unfamiliar words by using context clues.</li> <li>• Reading stamina is increasing: can read for a period of 20/30 minutes and pick up where they left off.</li> <li>• Use knowledge of the alphabet to locate information (dictionary or index)</li> <li>• Identify the main features of different genres and text-types.</li> <li>• Is beginning to distinguish between fact and opinion.</li> <li>• Is beginning to identify difference between different fiction genres</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>• Justify inferences with evidence.</li> <li>• Locate words in a dictionary using first 2 or 3 letters.</li> <li>• Can read most of the Y3/4 word list. Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
Star Assessments to be undertaken at the end of each term to track progress of reading and comprehension.			

Year Group	YEAR 4		
Assessment milestone	Term 1	Term 2	Term 3
	ENTERING	DEVELOPING	SECURE
	Silent reading for first 20 minutes of the day – AR quiz to be accessed on completion of each book.		
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>• Can read a range of standard appropriate texts fluently and accurately.</li> <li>• Can read more than half of the Year3/4 common exception words list.</li> <li>• Can skim and scan to identify key ideas in a text.</li> <li>• Reads a range of level-appropriate texts fluently and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes when reading new words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Can read aloud with pace, fluency and expression, taking punctuation and author’s intent into account.</li> <li>• Can read most of the Year3/4 common exception words list.</li> <li>• Can understand and explain the function of punctuation including apostrophe for possession for plural nouns and “” for direct speech.</li> <li>• Can read the entire Year 4 word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>• Can read vast majority if not all of the Year3/4 common exception words list.</li> </ul>
<b>READING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• Use headers and footers in a dictionary to aid efficient research.</li> <li>• Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionary.</li> <li>• Can increasingly read between the lines to interpret meaning and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes when reading new words.</li> <li>• Use dictionaries to check the meaning of words that they have read, independently.</li> <li>• Discuss words and phrases that capture the reader’s interest and imagination.</li> <li>• Can talk about the effects of different words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>• ☑ Identify how language, structure, and presentation contribute to meaning.</li> <li>• Identify themes and conventions in a wide range of books.</li> </ul>

	<p>explain what characters are thinking/feeling and the way they act.</p> <ul style="list-style-type: none"> <li>• Can compare and talk about the structure and features of different texts.</li> <li>• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Can locate information quickly and effectively from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Skim and scan longer texts for specific information.</li> <li>• Beginning to use inference to identify how characters develop and change across a text.</li> <li>• Can quote directly from a text to support their viewpoint.</li> <li>• Have an opinion on the effects of particular use of language in a text.</li> <li>• Can identify the point of view from which a story is told and how this affects the reader's response (author's bias).</li> <li>• Can distinguish between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</li> <li>• Ask questions to improve their understanding of a text.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>• Can read most of the Y5 ORT high frequency word list.</li> <li>• Identify the ways in which paragraphs are linked(connecting adverbs, pronoun for character continuation)</li> <li>• Skim and scan short texts for specific information.</li> <li>• Can discuss the work of some established authors and poets.</li> <li>• Can understand how figurative language creates images for the reader.</li> </ul>
<p>Star Assessments to be undertaken at the end of each term to track progress of reading and comprehension.</p>			

Year Group	YEAR 5		
Assessment milestone	Term 1	Term 2	Term 3
	ENTERING	DEVELOPING	SECURE
	Silent reading for first 20 minutes of the day – AR quiz to be accessed on completion of each book.		
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>• Can work out the meaning of unknown words by the way they are used in context.</li> <li>• Can understand and explain the function of punctuation ... ( ) – apostrophe for omission and possession and "" for direct speech.</li> <li>• Can read some of the Year 5/6 common exception words list (20 words approx)</li> <li>• Reads aloud with pace, fluency and expression, taking punctuation and author's intent into account.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.</li> <li>• Can understand and explain the function of sophisticated punctuation ... ( ) apostrophe for omission and possession and "" for direct speech.</li> <li>• Can read approximately half of Year 5/6 words list (50 words approx)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</li> <li>• Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology)</li> <li>• Can read approximately half of words list (50 words approx)</li> <li>• Can understand and explain the function of sophisticated punctuation ; ; -</li> <li>• Can read the year ORT word list.</li> </ul>
<b>READING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>• Make comments supported by some generally relevant textual reference or quotation.</li> <li>• Identify some basic features of organisation at text level.</li> <li>• Make simple comments on writer's choices.</li> <li>• Comment on overall effect on reader</li> <li>• Predict what might happen from details stated.</li> <li>• Can skim and scan nonfiction at speed for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recommend books that they have read to their peers, giving reasons for their choices.</li> <li>• Can make comparisons within books.</li> <li>• Identify some basic features of writers' use of language.</li> <li>• Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint.</li> <li>• Begin to identify features common to different texts or versions of the same text.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• Make confident inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• Can deduce meaning based on evidence drawn from different points in the text.</li> <li>• Prepare poems and plays to read aloud and to perform, showing</li> </ul>

		<ul style="list-style-type: none"> <li>• Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content.</li> <li>• Understand the difference between open and closed questions.</li> <li>• Retrieve, record and present information from nonfiction sources.</li> </ul>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> <li>• Can recognise irony and comment on the writer's intention (sarcasm or insincerity)</li> <li>• Comment on the effect that the reader's or writer's context has on the meaning of texts.</li> <li>• Can refer to the text to support opinions and to elaborate. Can sum up what they have read, found or discussed.</li> </ul>
Star Assessments to be undertaken at the end of each term to track progress of reading and comprehension.			

Year Group	YEAR 6		
Assessment milestone	Term 1	Term 2	Term 3
	ENTERING	DEVELOPING	SECURE
	Silent reading for first 20 minutes of the day – AR quiz to be accessed on completion of each book.		
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>Fluently and effortlessly reads a range of age-appropriate texts including novels, stories, plays, poetry, non-fiction, reference and textbooks.</li> <li>Can read more than half of Year 5/6 common exception words list (50+ words)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</li> <li>Can read majority of Year 5/6 words list (80+ words)</li> </ul>	<ul style="list-style-type: none"> <li>Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology)</li> <li>Can read vast majority if not all of the Year 5/6 words list</li> <li>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.</li> </ul>
<b>READING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion.</li> <li>Make comparisons within and across books.</li> <li>Identify viewpoint in text, with some, often limited, explanation.</li> <li>Skim read a text to get the general gist</li> <li>Ask questions to improve their understanding.</li> <li>Can identify and explain the writer's view point.</li> <li>Learn a wider range of poetry by heart.</li> <li>Provide reasoned justifications for their views.</li> </ul>	<ul style="list-style-type: none"> <li>Identify various features relating to organisation at text level, with some explanation.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Identify similarities and differences between texts, or versions, with explanation.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</li> <li>Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</li> <li>Has learnt a wide range of poetry by heart.</li> <li>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph, from</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase 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.</li> </ul>		<p>different viewpoints and across a range of texts.</p> <ul style="list-style-type: none"> <li>• Explains how language, structure and presentation contribute to meaning and effect of a text.</li> <li>• Comments on how language, including figurative language and irony, is used to contribute to meaning.</li> <li>• 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.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
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			<ul style="list-style-type: none"><li>• 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.</li><li>• Can combine information from different reading sources with increasing precision to produce meaningful information.</li><li>• Can explain in detail why an author has used different language features and explain the impact of this.</li></ul>
Star Assessments to be undertaken at the end of each term to track progress of reading and comprehension.			

Year Group	BEYOND YEAR 6		
Assessment milestone	Step 1	Step 2	Step 3
	4-6 descriptors	7-10 descriptors	11-13 descriptors
<b>READING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>• Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text</li> <li>• Commentary incorporates apt textual reference and quotation to support main ideas or argument</li> <li>• Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement</li> <li>• Comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning</li> <li>• Detailed exploration of how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text</li> <li>• Comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas</li> <li>• Some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text</li> <li>• Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'</li> <li>• Main purpose precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'.</li> <li>• Viewpoint clearly identified and explanation of it developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person'</li> <li>• The effect on the reader clearly identified, and how that effect has been created, e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can never be complete'</li> <li>• Some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing</li> <li>• Some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time</li> </ul>		

# Reading Word List for Reception

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		

# Word List for Year 1

the	of	was	you	our	so	where	once
a	said	is	your	she	by	love	ask
do	says	his	they	we	my	come	friend
to	are	has	be	no	here	some	school
today	were	I	he	go	there	one	put
the	of	was	me	push	pull	fill	house

## Word List for Year 2

after	break	cold	father	hour	move
again	busy	could	find	improve	Mr
any	child	door	floor	kind	Mrs
bath	children	even	gold	last	old
beautiful	Christmas	every	grass	many	only
because	class	everybody	great	mind	parents
behind	climb	eye	half	money	pass
both	clothes	fast	hold	most	past
path	poor	should	sure	who	would
people	pretty	steak	told	whole	
plant	prove	sugar	water	wild	

## Word List for Year 3

actual	eight	continue	perhaps	though	actually
learn	caught	decide	address	notice	extreme
group	centre	island	guard	quarter	February
heard	century	minute	material	library	certain
arrive	heart	difficult	recent	famous	height
circle	breath	earth	guide	describe	history
often	busy	consider	forward	mention	imagine
build	early	enough	fruit	interest	increase
	length	answer	appear	important	

## Word list for Year 4

accident	woman	particular	different	straight	peculiar
believe	women	calendar	exercise	favourite	occasion
strange	promise	popular	regular	strength	occasionally
reign	therefore	position	complete	suppose	probably
interest	opposite	possess	remember	surprise	knowledge
various	ordinary	possession	sentence	bicycle	experiment
possible	perhaps	purpose	separate	business	experience
grammar	pressure	potatoes	special	medicine	question
although	through	weight	thought	natural	disappear
			naughty	important	

## Word List for Year 5

occur	attached	communicate	controversy	especially	guarantee
accompany	available	competition	convenience	exaggerate	immediate
according	average	conscience	correspond	hindrance	knowledge
achieve	awkward	conscious	criticise	excellent	experiment
aggressive	bargain	dictionary	desperate	existence	experience
forty	bruise	equipped	determined	explanation	business
ancient	category	curiosity	disastrous	familiar	possession
apparent	cemetery	definite	embarrass	amateur	disappear
occupy	critic	harass	environment	frequently	weight
community	foreign	equipment	government		separate

## Word List for Year 6

individual	recommend	neighbour	symbol	conscious
interfere	relevant	nuisance	system	competition
interrupt	restaurant	appreciate	temperature	definite
language	signature	accommodate	thorough	especially
leisure	sincere	opportunity	committee	equipment
lightning	immediately	parliament	environment	foreign
marvellous	soldier	persuade	government	familiar
mischievous	stomach	physical	communicate	frequently
muscle	sufficient	prejudice	rhyme	guarantee
necessary	suggest	privilege	rhythm	immediate
identity	twelfth	profession	sacrifice	
develop	variety	programme	convenience	
vehicle	vegetable	pronunciation	disastrous	
yacht	queue	secretary		
embarrass	recognise	shoulder		