

## Symphony On-Track Reading End of Year Expectations

Pre-Year 1 (for those WTS in Y1)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The Pupil Can</p> <p>Phonics</p> <ul style="list-style-type: none"> <li>Continue a rhyming string</li> <li>Segment the sounds in simple words and blend them together</li> <li>Show which letters represent some of the sounds</li> <li>Hear and say the initial sound in words</li> <li>Begin to decode phase 2 CVC words and simple sentences</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>Begin to decode words and simple sentences with phonics phase 2 / 3</li> <li>Hear and say the final sounds in words</li> <li>Hear and say other sounds within words</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall</li> <li>Describe main story settings, events and principal characters</li> <li>Show that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Enjoy an increasing range of books</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>Show that information can be retrieved from books and computers</li> <li>Listen to stories accurately, anticipating key events</li> <li>Listen to stories accurately anticipating key events and responds to what they hear with relevant comments, questions and actions</li> <li>Read and understand simple sentences using Phase 3/4 phonemes and tricky words</li> <li>Demonstrate understanding when talking with others about what they have read</li> <li>Answer 'how' and 'why' questions about their experiences and in response to stories and events</li> <li>Read some common irregular words phase 2/3</li> </ul>	<p><i>By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first</li> <li>Read common exception words (eg you, could, many or people) securely, easily and automatically</li> <li>read words with suffixes with support to build on the root words that can be read already</li> <li>retell some familiar stories that have been read and discussed with them or that they have acted out</li> <li>listen to stories, poems and non-fiction that cannot yet be read independently;</li> <li>understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and</li> <li>take part in a discussion, considering the opinions of others, with support</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Can answer simple questions/find information in response to a direct, literal question</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>read accurately most words of two or more syllables</li> <li>read most words containing common suffixes*</li> <li>read most common exception words*</li> </ul> <p><u>In age-appropriate books</u></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 individual words</li> <li>sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p><u>In a book that they can already read fluently</u></p> <ul style="list-style-type: none"> <li>check it makes sense to them, correcting any inaccurate reading</li> <li>answer questions and make some inferences</li> <li>explain what has happened so far in what they have read.</li> </ul> <p>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell</p>	<p><i>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</li> <li>decode most new words outside the spoken vocabulary</li> <li>read longer words with support and test out different pronunciations</li> <li>recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</li> <li>listen attentively and discuss books and authors that they might not choose themselves</li> <li>read, reread and rehearse a variety of texts</li> <li>use contents pages and indexes to locate information</li> <li>identify the language features of some different text types</li> <li>begin to predict what will happen and why events and actions have happened using evidence from the text</li> <li>comment on the author's choice of the words and phrases to create mood and build up tension or paint a picture</li> </ul>	<p><i>By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity</li> <li>prepare readings with appropriate intonation to show their understanding</li> <li>summarise and present a familiar story in their own words</li> <li>read silently and then discuss what they have read</li> <li>attempt to match what they de-code to words they may have already heard but may not have seen in print e.g. in reading the word technical, the pronunciation 'tetchnical' might not sound familiar but 'teknical' should</li> <li>discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts</li> <li>recognise the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</li> <li>use developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</li> <li>understand, in non-fiction, what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information</li> <li>locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes</li> </ul> <p>• Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell</p>	<p><i>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension</li> <li>recognise themes in what is read, such as loss or heroism; and</li> <li>compare characters, settings, themes and other aspects of what is read</li> <li>understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies</li> <li>understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</li> <li>In reading non-fiction, knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently</li> <li>refer to the text to support predictions and opinion (e.g. summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views)</li> <li>skim and scan non-fiction texts at speed for research</li> </ul>	<p>The TAFs do not include English <b>reading</b> because schools will no longer be required to make statutory <b>teacher assessment</b> judgements in these subjects from 2018/19.</p> <p><i>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>read age-appropriate books with confidence and fluency (including whole novels, plays, poetry and non-fiction)</li> <li>read aloud with intonation that shows understanding making the meaning clear to the audience</li> <li>work out the meaning of words from the context</li> <li>explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>predict what might happen from details stated and implied</li> <li>in non-fiction, retrieve, record and present information to the reader from a range of sources</li> <li>summarise main ideas, identifying key details and using quotation marks for illustration</li> <li>evaluate how authors use language including figurative language, considering the impact on the reader</li> <li>talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs)</li> <li>make comparisons within and across books</li> <li>compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and</li> <li>reflect on feedback regarding the quality of their explanations and contributions to discussions.</li> <li>understand the majority of terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect</li> <li>apply the skills of information retrieval e.g. in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review</li> </ul>