

Comprehension			
7	Can listen to, discuss <i>and begin to understand</i> a wide range of contemporary and classic poetry, stories and non-fiction , beyond a level which they can read independently		
8	<i>Can begin to understand the difference between fiction and non-fiction and use textual features to aid them in making predictions e.g. title or captions</i>		
9	Can learn to appreciate rhymes and poems , and to recite some by heart		
10	Is familiar with key stories, fairy stories and traditional tales , retelling them and considering their particular characteristics		
11	Can recognise and join in with predictable phrases		
12	Can discuss word meanings and link new meanings to those already known		
13	Can understand texts read fluently by drawing on information already known and vocabulary provided by teacher		
14	Can discuss the significance of the title and events		
15	In a familiar book that they can already read accurately and fluently, the pupil can:		
	- self-correct inaccurate reading <i>and ask questions to help make sense of the text</i>		
16	- talk about the main events in a text and relate story settings to own experience		
17	- make inferences based on what is said and done		
18	- predict what might happen on the basis of what has been read so far		

Greater Depth			
Comprehension			
1	<i>Can retell the stories or recount orally information from texts and begin to make predictions and inferences about stories based on other stories they have read and what has happened so far</i>		
2	<i>Can understand and use correctly terms referring to conventions of print (cover, word, page, beginning, end)</i>		
3	The pupil can, in a book they are reading independently: <i>Link what they read or hear read to their own experiences</i>		
4	<i>draw on what they already know or on background information and vocabulary provided by the teacher</i>		
5	<i>explain the significance of title and events</i>		

Year 2 Reading Checklist



Name: _____

Working Towards			
Word Reading			
1	Can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes		
2	Can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences		
3	Can read many common exception words (see Year 2 spelling lists –lists also in precision teaching folder)		
4	In a book closely matched to the GPCs taught, he/she can read aloud many words quickly and accurately without overt sounding and blending		
5	In a book closely matched to the GPCs taught, he/she can sound out many unfamiliar words accurately.		
Comprehension			
6	Can participate in discussions about books, poems etc. taking it in turns to listen to what others say		
7	In a familiar book read to them he/she can answer questions with the teacher and make simple inferences		
	<i>In non-fiction texts, he/she understands how information texts are organized and use this when reading</i>		

Expected			
Word Reading			
1	can read the high frequency words for Key Stage 1 (see Letters and Sounds scheme: first 100 HFW in phases- lists in precision teaching folder)		
2	continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		
3	re-reads books to build up fluency and confidence in word-reading		
4	can read accurately most words of two or more syllables		
5	can read most words containing common suffixes		
6	can read most common exception words (see Year 2 spelling lists –lists also in precision teaching folder)		
7	In age-appropriate books, he/she can read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words <i>e.g. at over 90 words per minute</i>		
8	In age-appropriate books, he/she can sound out most unfamiliar words accurately, without undue hesitation		
9	In a familiar book that they can already read accurately and fluently, he/she can check it makes sense to them, correcting any inaccurate reading		
Comprehension			

10	Can read and begin to understand contemporary and classic poetry, stories and non-fiction, fairy stories, traditional tales			
11	He/she develops pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing and expressing views about a wide range of texts at a level beyond that at which they can read independently			
12	Can discuss the sequence of events in books and how information are related			
13	Is increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales			
14	Is introduced to non-fiction books structured in different ways			
15	Can recognise simple recurring literary language in stories and poetry			
16	Can discuss and clarify the meanings of words, linking new meanings to know vocabulary			
17	Can discuss favourite words and phrases			
18	Can build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearer			
19	Can understand books by drawing on what they know or background information and vocabulary provided by the teacher			
20	Can ask questions about books read and listened to			
21	Can predict what might happen on the basis on what has been read so far			
22	<i>In a familiar book that they can already read accurately and fluently, he/she can answer questions on the basis of what is being said and done</i>			
23	<i>In a familiar book that they can already read accurately and fluently, he/she can make some inferences on the basis of what is being said and done</i>			
24	<i>In a familiar book that they can already read accurately and fluently, he/she can explain what has happened so far in what they have read</i>			
25	<i>Can explore underlying themes and ideas in poems and narratives and demonstrate a clear idea of where to find information to support ideas</i>			
26	<i>In non-fiction texts, he/she understands how to use alphabetically ordered texts to retrieve information</i>			
27	<i>In non-fiction texts, he/she understands the features of page layout and demonstrate where to look for specific information</i>			

Greater Depth				
Comprehension				
1	<i>In a book they are reading independently he/she can make inferences on the basis of what is said and done</i>			
2	<i>In a book they are reading independently he/she can make a plausible prediction of what might happen on the basis of what has been read so far</i>			
3	<i>In a book they are reading independently he/she can make links between the book they are reading and other books they have read</i>			
4	<i>In non-fiction texts, the pupil: shows an awareness of and use a range of organizational features</i>			
5	<i>shows an understanding of and can extract information from the text</i>			

*indicates where appears on end of key stage TAF

Year 3 Reading Checklist



Name: _____

Working Towards

Word Reading

1	can read the high frequency words for Key Stage 1 (see Letters and Sounds scheme: first 100 HFW in phases- lists in precision teaching folder)			
2	can begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud			
3	Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
4	can decode words they have not seen before and decode longer words			
5	when independently reading books he/she can read most words fluently, with unfamiliar words accurately decoded			

Comprehension

6	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			
7	can make inferences about characters' feelings, thoughts and motives from their actions, and predict what might happen from more than one paragraph			
8	In books read independently he/she can check that the text makes sense to them, discussing their understanding			

Expected –additional for Y3 (see reverse for Year 3/4 objectives)

Word Reading

1	In age-appropriate books, he/she can read most words fluently, with unfamiliar words accurately decoded			
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Comprehension

2	In non-fiction texts, the pupil: ·can identify and comment on the features and organization across a different range of non-fiction texts			
3	can locate information using skimming, scanning and text marking			
4	can use organizational features to extract information from texts and identify the main point of a section of text.			

Greater Depth

Comprehension

1	<i>The pupil can, in a book they are reading independently:</i> <i>• draw inferences and justify with evidence from the text</i>			
2	<i>• identify themes and conventions in a wide range of books</i>			
3	<i>• identify main ideas drawn from more than one paragraph and summarising these</i>			
4	<i>• identify how language, structure, and presentation contribute to meaning</i>			
	<i>In non-fiction texts, the pupil:</i>			
5	<i>• identify and comment on text structure and features of different non-fiction texts (e.g. explanations, recounts, persuasion, comparative, discursive etc.)</i>			
6	<i>• make notes and locate specific information using skimming and scanning techniques</i>			

Year 3 and 4 Reading Checklist

Name: _____

Expected – Year 3/4					
Word Reading					
1	can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet				
2	can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
Comprehension					
3	develop positive attitudes to reading and understanding of what they read by: <i>developing new vocabulary as they as taught words they have not seen before</i> using dictionaries to check the meaning of words.				
4	can read books that are structured in different ways and reading for a range of purposes				
5	can read and begin to understand:				
	fiction	poetry	plays	non-fiction	
	reference books or textbooks	fairy stories	myths	legends	
6	can increase their familiarity with a wide range of books and can retell some of these orally				
7	can identify themes and conventions in a wide range of books				
8	can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action				
9	can discuss words and phrases that capture the reader's interest and imagination				
10	can recognise some different forms of poetry [for example, free verse, narrative, poetry]				
11	can ask questions to improve their understanding of a text, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				
12	can predict what might happen from details stated and implied				
13	can identify main ideas drawn from more than one paragraph and summarising these				
14	can identify how language, structure, and presentation contribute to meaning				
15	can retrieve and record information from fiction				
16	can retrieve and record information from non-fiction				
17	can 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				
18	can consider how they will use what they have read to apply techniques and writing styles seen by the author in their own written work				

Year 4 Reading Checklist



Name: _____

Working Towards

Word Reading

1	can read the high frequency words for Key Stage 1 (see Letters and Sounds scheme: first 100 HFW in phases- lists in precision teaching folder)			
2	can read words set out for Year 3 and 4 spelling			
3	can apply their growing knowledge of root words, prefixes and suffixes			
4	can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
5	can decode words they have not seen before and decode longer words			

Comprehension

6	can locate information in text using skimming, scanning and text marking			
7	can 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			
8	can listen to and discuss a range of texts, offering their own preferences and opinions			
9	can identify simple themes within similar texts and is able to make predictions about texts they have read			
10	can identify the writer's choice of language and comment on why writers have chosen specific words and phrases			

Expected –additional for Y4 (see reverse for Year 3/4 objectives)

Word Reading

1	can prepare texts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
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Comprehension

2	can discuss how knowledge of root words, prefixes and suffixes supports them in the understanding of new words			
3	can listen to and discuss a wide range of fiction, poetry, plays and non-fiction books			
4	has a clear understanding of texts read and is able to locate information from different parts of the text			
5	can clearly summarise the main ideas within the specific chapters and paragraphs			
6	can identify simple themes within similar texts			
7	can declare and justify personal preferences for writers and types of overall text			
8	can offer personal opinion on characters' feelings, thoughts and motives from their actions, justifying with evidence			
9	can make reasonable predictions from details implied or deduced from the text			
10	can identify and comment on specific aspects of text structure and presentational features			
11	can identify and provide reasons for authors' language choices which engage the reader			

Greater Depth

Comprehension

1	<i>can deduce and infer information and provide evidence in the text to support opinions</i>			
2	<i>can understand the difference between literal and figurative language, identifying and commenting on the writers' choice</i>			

Year 3 and 4 Reading Checklist



Name: _____

Expected – Year 3/4

Word Reading

1	can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet			
2	can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			

Comprehension

3	develop positive attitudes to reading and understanding of what they read by: <i>developing new vocabulary as they as taught words they have not seen before</i> using dictionaries to check the meaning of words.											
4	can read books that are structured in different ways and reading for a range of purposes											
5	can read and begin to understand: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">fiction</td> <td style="width: 25%;">poetry</td> <td style="width: 25%;">plays</td> <td style="width: 25%;">non-fiction</td> </tr> <tr> <td>reference books or textbooks</td> <td>fairy stories</td> <td>myths</td> <td>legends</td> </tr> </table>	fiction	poetry	plays	non-fiction	reference books or textbooks	fairy stories	myths	legends			
fiction	poetry	plays	non-fiction									
reference books or textbooks	fairy stories	myths	legends									
6	can increase their familiarity with a wide range of books and can retell some of these orally											
7	can identify themes and conventions in a wide range of books											
8	can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action											
9	can discuss words and phrases that capture the reader's interest and imagination											
10	can recognise some different forms of poetry [for example, free verse, narrative, poetry]											
11	can ask questions to improve their understanding of a text, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence											
12	can predict what might happen from details stated and implied											
13	can identify main ideas drawn from more than one paragraph and summarising these											
14	can identify how language, structure, and presentation contribute to meaning											
15	can retrieve and record information from fiction											
16	can retrieve and record information from non-fiction											
17	can 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											
18	<i>can consider how they will use what they have read to apply techniques and writing styles seen by the author in their own written work</i>											

Year 5 Reading Checklist



Name: _____

Working Towards

Word Reading

1	Can read the high frequency words for Key Stage 1 (see Letters and Sounds scheme: first 100 HFW in phases- lists in precision teaching folder) and can read words set out for Year 3 and 4 spelling			
2	Can read words set out for Year 5 and 6 spelling			
3	Can 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			
4	Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
5	Can effectively use a range of reading strategies to appropriately access different types of text matched to their reading ability			

Comprehension

6	Can independently use a dictionary and/or a thesaurus to help them identify the meaning of unknown words in texts they have read			
7	Can locate key information in texts using skimming and scanning techniques			
8	Can begin to make inferences about the texts they have read and have an increasing understanding of techniques authors use to engage the reader			

Expected –additional for Y5 (see reverse for Year 5/6 objectives)

Word Reading

1	Can read age-appropriate books with confidence and fluency (including novels)			
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Comprehension

2	Effectively uses a range of reading strategies to appropriately access different types of text			
3	Applies knowledge of root words, prefixes and suffixes <i>in understanding the meaning of new words</i>			
4	Reads widely and frequently, outside as well as in school, for pleasure and information			
5	Moves easily across a text in order to locate information and to answer questions			
6	Accurately identifies the purpose of different texts			
7	Can decide on the quality and effectiveness of a text by skimming to gain an impression			

Greater Depth

Comprehension

1	<i>Is able to identify the main organizational features, including those related to specific text forms</i>			
2	<i>Can begin to use technical language to explain language features</i>			
3	<i>Shows an awareness of writers' viewpoint</i>			
4	<i>Can infer based on evidence from different points in the text and account for facts and opinion</i>			

Year 5 and 6 Reading Checklist



Name: _____

Expected – Year 5/6

Word Reading

1 *Can confidently and fluently apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet*

Comprehension

2 Can maintain positive attitudes to reading and understanding of what they have read by continuing to read, discuss and increase familiarity of a wide range of texts:

fiction	poetry	plays	non-fiction
reference books or textbooks	myths	legends	traditional stories
modern fiction	fiction from our literary heritage	books from other cultures and traditions	

3 Reads books that are structures in different ways and for a range of purposes

4 Can maintain positive attitudes to reading and understanding of what they have read by recommending books read to peers, giving reasons for their choices

5 Can identify and discuss themes and conventions in and across a wide range of writing

6 *Can make comparisons within and across books*

7 Can learn a wider range of poetry by heart

8 Can prepare 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

9 Can understand what he/she reads by checking that the book makes sense to them, discussing their understanding and *exploring the meaning of words in context*

10 Can ask questions to improve understanding

11 *Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence*

12 *Can predict what might happen from the details stated and implied*

13 *Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*

14 *Can identify how language, structure and presentation contribute to meaning*

15 Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

16 Can distinguish between statements of fact and opinion

17 *Can retrieve, record and present information from fiction*

18 *Can retrieve, record and present information from non-fiction*

19 Can participate in discussions about books that are read to them and those they can read themselves, building on their own ideas and challenging views courteously

20 Can 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

21 Can provide reasoned justifications for their views

Year 6 Reading Checklist



Name: _____

Working Towards

Word Reading

1	Can read words set out for Year 5 and 6 spelling			
2	Can effectively use a range of reading strategies to appropriately access different types of text			

Comprehension

3	Can use a range of resources to aid with identifying meaning of new words			
4	Can identify the main points in texts they have read or heard			
5	Can articulate their response to their own reading and that read by others			
6	Can understand the difference between a literal and inferential response to reading			

Expected –additional for Y6 (see reverse for Year 5/6 objectives)

Word Reading

1	Can read age-appropriate books with confidence and fluency (including whole novels)			
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Comprehension

2	<i>Can justify inferences with evidence</i>			
3	Identify key details and use quotations for illustration			
4	Can recognise a range of authorial techniques			
5	<i>Can explain how meaning is enhanced through choice of words</i>			

Greater Depth

Comprehension

1	Can make connections between the texts they have read and how authors' are able to control the readers' response and reactions, identifying the authorial techniques utilised			
2	<i>Can select, synthesise and compare information from a variety of sources</i>			
3	Can explain key features across a range of texts (themes, presentational features, viewpoints) and can identify similarities and differences with reference to the text			
4	Can describe the impact of the text on themselves and explain the intent the author had			
5	Can consider the impact of the text on different readers and express personal preferences, justifying opinions and interpretations with close reference text			

Year 5 and 6 Reading Checklist



Name: _____

Expected – Year 5/6

Word Reading

1 *Can confidently and fluently* apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

Comprehension

2 Can maintain positive attitudes to reading and understanding of what they have read by continuing to read, discuss and increase familiarity of a wide range of texts:

fiction	poetry	plays	non-fiction
reference books or textbooks	myths	legends	traditional stories
modern fiction	fiction from our literary heritage	books from other cultures and traditions	

3 Reads books that are structures in different ways and for a range of purposes

4 Can maintain positive attitudes to reading and understanding of what they have read by recommending books read to peers, giving reasons for their choices

5 Can identify and discuss themes and conventions in and across a wide range of writing

6 *Can make comparisons within and across books*

7 Can learn a wider range of poetry by heart

8 Can prepare 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

9 Can understand what he/she reads by checking that the book makes sense to them, discussing their understanding and *exploring the meaning of words in context*

10 Can ask questions to improve understanding

11 *Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence*

12 *Can predict what might happen from the details stated and implied*

13 *Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*

14 *Can identify how language, structure and presentation contribute to meaning*

15 Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

16 Can distinguish between statements of fact and opinion

17 *Can retrieve, record and present information from fiction*

18 *Can retrieve, record and present information from non-fiction*

19 Can participate in discussions about books that are read to them and those they can read themselves, building on their own ideas and challenging views courteously

20 Can 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

21 Can provide reasoned justifications for their views

