



St. John the Evangelist Reading Curriculum End Points



Year Group	Reading Thread	End Points
EYFS	Word reading: Phonics and Decoding	Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blending them together, knowing which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately.
	Word reading: Common Exception Words	Read some common irregular words.
	Word reading: Fluency	Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look and handle books independently (holds books the correct way up and turns the pages). Ascribe meanings to marks that they see in different places. Begin to break the flow of speech into words. Begin to read words and simple sentences. Read and understand simple sentences.
	Comprehension: Understanding and correcting inaccuracies	Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes.
	Inference and Prediction	Suggest how a story might end. Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Poetry and Performance	Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories.



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		Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves, showing awareness of listeners' needs.
	Non-Fiction	Suggest how a story might end. Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Development of Reading for Pleasure	Listens to others one-to-one or in small groups, when conversation interests them. Enjoys rhyming and rhythmic activities. Listens to stories with increasing attention and recall. Shows interest in illustrations and print in books and print in the environment. Listens to and joins in with poems, one-to-one and also in small groups.
Year 1	Word reading: Phonics and Decoding	Apply phonic knowledge and skills as the route to decode words. Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs. Read words containing -s, -ss, -ing, -ed, and -est endings. Read words with contractions, e.g. I'm, I'll and we'll.
	Word reading: Common Exception Words	Read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
	Word reading: Fluency	Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes.



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	Comprehension: Understanding and correcting inaccuracies	Check that a text makes sense to them as they read and self-correct.
	Comprehension: Comparing, contrasting and commenting	Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events.
	Inference and Prediction	Begin to make simple inferences. Predict what might happen on the basis of what has been read so far.
	Poetry and Performance	Recite simple poems by heart.
	Development of Reading for Pleasure	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Be encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems and to recite some by heart.
Year 2	Word reading: Phonics and Decoding	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Accurately read most words of two or more syllables. Read most words containing common suffixes.
	Word reading: Common Exception Words	Read most Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.



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	Word reading: Fluency	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
	Comprehension: Understanding and correcting inaccuracies	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to work out words. Reread texts to build up fluency and confidence in word reading.
	Comprehension: Comparing, contrasting and commenting	Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently).
	Inference and Prediction	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.
	Poetry and Performance	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
	Non-Fiction	Recognise that non-fiction books are often structured in different ways.
	Development of Reading for Pleasure	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.



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		Become increasingly familiar with and retell a wider range of stories and fairy stories.
Year 3	Word reading: Phonics and Decoding	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. Apply their growing knowledge of root words and suffixes/word endings including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian to begin reading aloud.
	Word reading: Common Exception Words	Read most Year 3/4 exception words.
	Word reading: Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading specifically. Any focus on word reading should support the development of vocabulary. Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads. 89-149WPM
	Comprehension: Comparing, contrasting and commenting	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).
	Inference and Prediction	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text.
	Poetry and Performance	Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud.
	Non-Fiction	Retrieve and record information from non-fiction texts.
	Development of Reading for Pleasure	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.



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		<p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry.</p>
Year 4	Word reading: Phonics and Decoding	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>
	Word reading: Common Exception Words	<p>Read all Year 3/4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>
	Word reading: Fluency	<p>107-162WPM</p>
	Comprehension: Comparing, contrasting and commenting	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>
	Inference and Prediction	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>Justify predictions from details stated and implies.</p>
	Poetry and Performance	<p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p>



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		Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume, and action) to show awareness of the audience when reading aloud.
	Non-Fiction	Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read.
	Development of Reading for Pleasure	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and read for a range of purposes. Use dictionaries to check the meaning of words that they have read. Increase familiarity with a wide range of books including fairy stories, myths and legends and retell some of these orally. Identify themes and conventions in a wide range of books. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.
Year 5	Word reading: Phonics and Decoding	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes/word endings including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly to read aloud fluently.
	Word reading: Common Exception Words	Read most Year 5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
	Word reading: Fluency	123-180WPM
	Comprehension: Comparing, contrasting and commenting	Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.



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		<p>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.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts based on personal choice.</p>
	Inference and Prediction	<p>Draw inferences from characters' feelings, thoughts and motives.</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>
	Poetry and Performance	<p>Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>
	Non-Fiction	<p>Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
	Development of Reading for Pleasure	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increase their familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wide range of poetry by heart.</p>



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		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.
Year 6	Word reading: Phonics and Decoding	Read fluently with full knowledge of all Year 5/6 exception words, root words, prefixes, suffixes/word endings. Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Word reading: Common Exception Words	Read most Year 5/6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word.
	Word reading: Fluency	139-194WPM
	Comprehension: Comparing, contrasting and commenting	Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction and books from other cultures and traditions. Recognise more complex themes in what they read (such as loss or heroism). Explain and discuss their understanding of what they have read, including through formal presentations and debates. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements. Draw out key information and summarise the main ideas in a text. Distinguish independently between statements of facts and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text.
	Inference and Prediction	Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect cues.
	Poetry and Performance	Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



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	Non-Fiction	Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. Retrieve, record and present information from non-fiction texts. Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
	Development of Reading for Pleasure	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increase their familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Recommend books that they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wide range of poetry by heart. 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.