



National Curriculum End of Year Learning Priorities

SUBJECT: READING

Abbey Gates Primary School

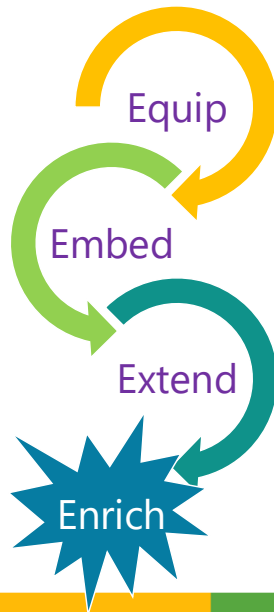
LEARNING TOGETHER & MAKING A DIFFERENCE | FROM EARLY YEARS TO YEAR 6

Our Vision for Excellence

Equipping all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

Extending pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.



'Learning Together and Making a Difference'

In reading, our core end of year learning priorities focus on the essential skills children need to become confident, fluent readers – such as decoding words accurately, understanding vocabulary, and being able to describe settings, characters and events. These priorities act as strong foundations for future learning, enabling children to access all areas of the curriculum and develop a lifelong love of reading. We will work with you to support your child in achieving them.

Fluency in the areas outlined below in each year group is essential so that children keep up, and don't need to catch up as well as learning the wider curriculum for their year group.

Speak to your child's class teacher to find out how you can support your child to embed these core reading skills in their long-term memory, gaining fluency and freeing their minds to focus on comprehension, analysis and enjoyment of a wide range of texts.

For more information, head to our school website curriculum pages and check out the mathematics pages. [Click here](#) to find out more.

Foundation 1 – End of Year Reading Expectations

The key concepts of print

- Know that print has meaning.
- Know that we read from left to right and top to bottom.
- Know and identify the front cover, back cover, title, author and illustrator.

Early reading:

- Recognise familiar signs and logos.
- Clap and count syllables in a word.
- Spot and suggest rhymes
- Recognise words with the same initial sound, such as money and mother

Phonics

- Select an image by blending phonemes.
- Orally blend and segment CVC words.

Comprehension:

- Use vocabulary from books in new contexts such as when playing.
- Talk about events in the beginning, middle and end of a story.
- Suggest how a story might end.



Foundation 2 – End of Year Reading Expectations

The key concepts of print

- Distinguish between letters, words and sentences.
- Know that words are made up of letters and that sentences are formed by combining words.
- Know about the mechanics of print such as capital letters and full stops.

Decoding Text

- Say a sound for each letter of the alphabet.
- Identify and read phase 2 and 3 graphemes in isolation.
- Sound out and blend letters to read words.
- Read phase 2, 3 and 4 words and sentences.
- Read phase 2, 3 and 4 tricky words automatically.

Fluency

- Re-read sentences after decoding to improve fluency.
- Read many high frequency words by sight such as and, but, will, can.

Comprehending Text

- Talk about stories they've heard, retelling key parts using their own words.
- Use new vocabulary they've recently learned when retelling or describing what happened.

Responding to Text

- Children will join in with familiar stories.
- Anticipate what might come next — especially when the story has a clear pattern or build-up.
- Sequence events in stories and identify the beginning, middle and end.



Year 1 – End of Year Reading Expectations

Decoding Text

- Read phonically decodable texts accurately using known graphemes.
- Able to match all 40+ graphemes to their phonemes.
- Blend sounds to read words and know alternative phonemes.
- Read familiar words without decoding and some common exception words.
- Begin to notice root words, prefixes and suffixes. (e.g. -ly, -ment, -ness, -ful)
- Notice when they read a word or a phrase they don't understand and ask an adult or peer to explain.

Fluency

- Re-read books to build fluency and confidence.
- Read simple phrases at a good pace with expression.
- Know alphabetical order.

Comprehending Text

- Talk about events in stories in the correct order.
- Discuss word meanings and link to what they already know.

Responding to Text

- Make simple predictions based on what's been read.
- Participate in discussions about stories and poems.
- Become familiar with key stories, fairy tales/traditional tales.



Year 2 – End of Year Reading Expectations

Decoding Text

- Read age-appropriate texts accurately using phonics and sight words.
- Read most common exception words.
- Recognise common suffixes and read longer words confidently.
- Notice root words and suffixes.
- Attempt alternative phonemes for graphemes and decide which makes sense.
- Read words with 2 or more syllables.

Fluency

- Re-read text when it doesn't make sense to improve fluency.
- Use punctuation like commas, full stops and exclamation marks to read with expression.

Comprehending Text

- Draw on background knowledge to understand themes.
- Clarify meanings of new words and discuss favourite words and phrases.

Responding to Text

- Make predictions based on what has been read so far.
- Retell stories and answer and ask questions about what has been read.
- Begin to make inferences about characters, feelings and actions.



Year 3 – End of Year Reading Expectations

Decoding Text

- Read most Y3/4 exception words automatically.
- Use knowledge of prefixes and suffixes to decode unfamiliar words.
- Attempt to match what they can decode to unfamiliar words.

Fluency

- Read aloud with pace, expression and intonation.
- Able to read silently most of the time.
- Use a range of punctuation to read texts at a good pace with appropriate intonation and expression.

Comprehending Text

- Explain the meaning of words in context using background knowledge.
- Begin to use dictionaries to find word meanings.

Responding to Text

- Ask questions and make predictions based on what they've read.
- Draw inferences about characters and events.
- Identify the main ideas in a paragraph.



Year 4 – End of Year Reading Expectations

Decoding Text

- Read most words automatically, including Y3/4 prefixes and suffixes.
- Use syllables and word parts to decode new words.

Fluency

- Read smoothly and accurately using punctuation cues.
- Adjust tone and expression to suit different texts.

Comprehending Text

- Discuss word choices and how they affect meaning.
- Summarise ideas across paragraphs.
- Quickly locate words in a dictionary to check their meaning.

Responding to Text

- Make comparisons within and across texts.
- Perform texts showing understanding through tone and volume.
- Discuss their understanding and explain meaning of words in context.
- Identify themes in more complex texts.
- Make predictions as they move through a text.
- Draw inferences and begin to justify with evidence.
- Summarise the main ideas from longer texts.



Year 5 – End of Year Reading Expectations

Decoding Text

- Read most Y5/6 exception words automatically.
- When reading new words, attention is paid to correct pronunciation.
- Quickly recognise and pronounce a wide range of prefixes and suffixes.

Fluency

- Control pace and volume to match meaning and audience.
- Use varied intonation for expression when reading aloud.

Comprehending Text

- Explain meanings of words in context using inference.
- Discuss how inference and context help to understand unfamiliar words.
- Retrieve and summarise key ideas from longer texts.
- Use a dictionary accurately.

Responding to Text

- Justify views with evidence from the text.
- Explore complex themes and character motives.
- Make predictions drawing on prior knowledge and own experiences.
- Able to make regular brief summaries of what has been read.



Year 6 – End of Year Reading Expectations

Decoding Text

- Apply knowledge of prefixes, suffixes and root words to decode unfamiliar words.
- Read a wide range of texts accurately and fluently.
- Read most year 5/6 words automatically.

Fluency

- Control tone, pitch and pace to create atmosphere.

Comprehending Text

- Discuss meanings of words and phrases in context.
- Use inferences and context to clarify unfamiliar words.
- Evaluate how themes are developed across texts.
- Use dictionaries confidently and effectively.

Responding to Text

- Refer to evidence (stated and implied) when justifying views and predictions.
- Compare viewpoints and themes across texts.
- Make regular brief summaries of what has been read, considering what is known or can be inferred.

