



The Federation of Ysgol Bryn Clwyd & Ysgol Gellifor



Year 1 reading

Key performance indicator	Performance standard
<p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Reads accurately by blending sounds in unfamiliar words</p> <p>Reads common exception words</p> <p>Reads 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</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none"> 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; 2. becoming very familiar with key stories, fairy stories and traditional tales. <p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ol style="list-style-type: none"> 1. checking that the text makes sense to them as they read; 2. as they read, correcting inaccurate reading; 3. discussing the significance of the title and events; and 4. predicting what might happen on the basis of what has been read so far. 	<p>With reference to the KPIs</p> <p>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</p> <p>A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first</p> <p>Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically</p> <p>A child can:</p> <ul style="list-style-type: none"> • read words with suffixes with support to build on the root words that can be read already; • retell some familiar stories that have been read and discussed with them or that they have acted out; • listen to stories, poems and non-fiction that cannot yet be read independently; • understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and • take part in a discussion, considering the opinions of others, with support.



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Year 2 reading

Key performance indicator	Performance standard
<p>Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes</p> <p>Reads accurately words of two or more syllables that contain the same graphemes as above</p> <p>Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered</p> <p>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-reads these books to build up their fluency and confidence in word reading</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none">1. listening to, discussing and expressing 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;2. discussing the sequence of events in books and how items of information are related;3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;4. retelling a range of stories, fairy stories and traditional tales; and5. being introduced to non-fiction books that are structured in different ways. <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ol style="list-style-type: none">1. checking that the text makes sense to them as they read and correcting inaccurate reading;2. answering questions; and3. predicting what might happen on the basis of what has been read so far.	<p>With reference to the KPIs</p> <p>By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words</p> <p>A child can:</p> <ul style="list-style-type: none">• decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation• listen to and discuss a wide range of stories, poems, plays and information books, including whole books;• justify the views about what has been read with support;• read suffixes by building on the root words that have already been learnt;• exercise choice in selecting books;• monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic;• identify cause and effect in both narrative and non-fiction (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and• take part in a discussion, considering the opinions of others.



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Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say	
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Year 3 reading

Key performance indicator	Performance standard
<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;• using dictionaries to check the meaning of words they have read; and• identifying themes and conventions in a wide range of books. <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Understands what they have read independently by:</p> <ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and• predicting what might happen from details stated and implied. <p>Retrieves and records information from non-fiction</p>	<p>With reference to the KPIs</p> <p>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level</p> <p>A child is able to 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</p> <p>A child can:</p> <ul style="list-style-type: none">• decode most new words outside the spoken vocabulary;• read longer words with support and test out different pronunciations;• 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;• listen attentively and discuss books and authors that they might not choose themselves;• read, reread and rehearse a variety of texts;• use contents pages and indexes to locate information; and• respond to guidance about the kinds of explanations and questions that are expected from them.



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Year 4 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Uses dictionaries to check the meaning of words that have been read</p> <p>Identifies themes and conventions in a wide range of books</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence</p> <p>Predicts what might happen from details stated and implied</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these</p> <p>Retrieves and records information from non-fiction</p>	<p>With reference to the KPIs</p> <p>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</p> <p>A child can:</p> <ul style="list-style-type: none"> • read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity; • prepare readings with appropriate intonation to show their understanding; • summarise and present a familiar story in their own words; • read silently and then discuss what they have read; • attempt to match what they decode to words they may have already heard but may not have seen in print eg in reading the word technical, the pronunciation /tɛʃnɪkəl/ ('tetchnical') might not sound familiar but /tɛknɪkəl/ ('teknical') should; • discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; and • help develop, agree on and evaluate rules for effective discussion. <p>A child recognises 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</p> <p>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</p> <p>In non-fiction, a child knows 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</p>



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Year 5 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Increases 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</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieves, records and presents information from non-fiction</p> <p>Participates in discussions about books that are read to the child and those that can be read independently</p> <p>Provides reasoned justifications for their views about a book</p>	<p>With reference to the KPIs</p> <p>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> • use reading strategies to work out any unfamiliar word; • accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension; • read books selected independently; • recognise themes in what is read, such as loss or heroism; and • compare characters, settings, themes and other aspects of what is read. <p>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies</p> <p>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</p> <p>In using non-fiction, a child 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</p>



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Year 6 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Increases 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</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieves, records and presents information from non-fiction</p> <p>Participates in discussions about books that are read to the individual and those that can be read independently</p> <p>Provides reasoned justifications for their views about a book</p>	<p>With reference to the KPIs</p> <p>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> • discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are; • focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word; • accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension; • read independently, including books they would not choose to read; • 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 • reflect on feedback regarding the quality of their explanations and contributions to discussions. <p>A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>A child applies the skills of information retrieval eg 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</p>