



Year Group	Pre - Year 1		
Point	1	3	5
Grade	Emerging	Developing	Secure
Assessment Milestone	ORT Stage 1+		
Phonics & Reading	<ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Hears and says the initial sound in words. Recognises familiar words and signs such as own name and advertising logos. 	<ul style="list-style-type: none"> Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to decode words and simple sentences with phonics phase 2 / 3. 	<ul style="list-style-type: none"> Begins to use phonic knowledge to decode regular words and read them aloud accurately. Reads some Phase 4 common irregular words.
	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups. Beginning to be aware of the way stories are structured. Suggests how the story might end. Shows interest in illustrations and print in books and print in the environment Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. 	<ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Enjoys an increasing range of books. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. They listen to stories accurately anticipating key events 	<ul style="list-style-type: none"> Reads and understand simple sentences using Phase 3/4 phonemes and tricky words. Demonstrates understanding when talking with others about what they have read. They answer 'how' and 'why' questions about their experiences and in response to stories and events. They listen to stories accurately anticipating key events and responds to what they hear with relevant comments, questions and actions.

***Key**

P= Pre-level



Year Group	Year 1		
Point	7	9	11
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer ORT Stage 6
WORD READING	<ul style="list-style-type: none"> Can read the Reception high frequency word list. Apply phonic knowledge and skills as the route to decode words. 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read 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. Re-read books to build up their fluency and confidence in word reading. Uses phonic knowledge to attempt unknown words. 	<ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught GPCs Is beginning to use expression to show awareness to punctuation (.). Can read some of the Year 1-2 ORT high frequency word list.
READING COMPREHENSION (appropriate to age-related texts)	<ul style="list-style-type: none"> Shows an understanding of a wide range of poems, stories and non-fiction that has been read and listened to Can point to a full stop Can sometimes talk about the main points or events in a simple text. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Appreciate rhymes and poems, and recite some by heart. Draw on what they already know or on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them, recognising and joining in with predictable phrases. Discuss word meanings, linking new meanings to those already known. Check that the text makes sense to them as they read. Discuss the significance of the title and events within a book. Make inferences on the basis of what is being said and done. Participate in discussion about what is read to them, taking turns and listening to other views. Is beginning to make predictions based on the title, blurb and/or pictures. 	<ul style="list-style-type: none"> Link what they read or hear read to their own experiences Consider the particular characteristics of what they read and hear read. Predict what might happen on the basis of what has been read so far. Correct inaccurate reading when prompted. Explain clearly their understanding of what is read to them. Can answer simple questions/find information in response to a direct, literal question. Contributes to discussion expressing opinions about main events and characters in the story

GPC = Grapheme-Phoneme Correspondence



Year Group	Year 2		
Point	13	15	17
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer ORT Stage 10/11
WORD READING	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Apply phonic knowledge and skills as the route to decode words; however, may need support when reading long vowel phonemes that have several representations (ai, a_e) or graphemes that have more than one sound (bread, read, beach). Knows the function of a full stop when reading aloud. Can select an appropriate book using the front cover and book title as well as the illustrations and words inside to make reading choices. 	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Recognises and effortlessly decodes alternative sounds for graphemes. Read accurately words of two or more syllables. Read words containing common suffixes. Can read most of the year 1-2 ORT high frequency word list. Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,) 	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Can read the entire year 1-2 ORT high frequency word list. Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,) as well as inverted commas for dialogue. Reads words with common suffixes and most common exception words, based on what has been taught.
READING COMPREHENSION	<ul style="list-style-type: none"> Regards reading as a pleasurable activity Demonstrates understanding of a wide range of poetry, stories and non-fiction that has been read and listened . 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. Recognise simple recurring literary language in stories and poetry. Draw on what they already know or on background information and vocabulary provided by the teacher. Answer and ask questions. 	<ul style="list-style-type: none"> Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to , through identification of key aspects of the text, explanation, and active discussion that takes account of what other say. Discuss the sequence of events in books Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Discuss how different words and phrases affect meaning. Participate in discussion about books, poems and other works that are read to them and those that they have read themselves, taking turns and listening to what others say. Can locate specific information on a given page in response to a direct question. Is beginning to talk about the features of certain non-fiction texts. Can you a contents and index page in nonfiction texts. 	<ul style="list-style-type: none"> Recognises and understands the different structures of non-fiction books that have been introduced (ie using contents or index pages to locate information in a non-fiction texts). Discuss the sequence of events in books and how items of information are related. Predict what might happen on the basis of what has been read so far. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Check that the text makes sense to them as they read and correcting inaccurate reading. Make inferences on the basis of what is being said and done. Can explain the meaning of WOW words in context. Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and characters.



Year Group	Year 3		
Point	19	21	23
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer ORT Stage 13/14
WORD READING	<ul style="list-style-type: none"> Can read independently using a range of strategies appropriately, including decoding to establish meaning. Can read <u>some</u> Year 3/4 common exception words list (20 words plus approximately) 	<ul style="list-style-type: none"> Can read <u>approximately half of the</u> Year 3/4 common exception words list (50 words plus) Can read aloud with expression and intonation, taking into account ?,! for contractions; as well as inverted commas (“ ”) for dialogue. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Can read aloud with intonation and expression taking into account a higher standard punctuation including ... () – Can read <u>approximately half of the</u> Year 3/4 common exception words list (50 words plus) Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet.
READING COMPREHENSION	<ul style="list-style-type: none"> With support, can use dictionaries to check the meaning of words that they have read. Can make plausible predictions based on knowledge from the text and wider connections. Understand the job of different punctuation marks and use them to help with tone and expression. Summarise and explain the main points from a text, referring back to the text where necessary to support this. Identify the words and phrases that an author has chosen to create mood and build tension. Beginning to comment on grammatical features of different text types (adverbs in description, imperative verbs in instructions, short sentences for suspense) 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use contents, indexes and subheadings to find information. Understand that different kinds of sentences can affect the meaning. Discuss the effect of language on mood and tension. Begin to predict what will happen and why events and actions have happened using evidence from the text. Compare texts with others by the same author. Understand the purpose of a paragraph and chapter. Becoming more able to work out the meaning of unfamiliar words by using context clues. Reading stamina is increasing: can read for a period of 20/30 minutes and pick up where they left off. Use knowledge of the alphabet to locate information (dictionary or index) Identify the main features of different genres and text-types. Is beginning to distinguish between fact and opinion. Is beginning to identify difference between different fiction genres. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet. Predict what might happen from details stated and implied. Read texts that are structured in different ways for a range of purposes. Can work out the meaning of unfamiliar words by using context clues as well as their knowledge of word structure and similar words. Retrieve and record information from non-fiction. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence. Locate words in a dictionary using first 2 or 3 letters. Can read most of the Y4 ORT high frequency word list. Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.



Year Group	Year 4		
Point	25	27	29
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer ORT Stage 15/16
WORD READING	<ul style="list-style-type: none"> Can read a range of standard appropriate texts fluently and accurately. Can read <u>more than half</u> of the Year3/4 common exception words list Can skim and scan to identify key ideas in a text. Reads a range of level-appropriate texts fluently and accurately. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes when reading new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. Can read <u>most</u> of the Year3/4 common exception words list Can understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speech Can read the entire Year 4 ORT word list. 	<ul style="list-style-type: none"> 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. Can read <u>vast majority if not all</u> of the Year3/4 common exception words list
READING COMPREHENSION	<ul style="list-style-type: none"> Recognise some different forms of poetry [for example, free verse, narrative poetry] Use headers and footers in a dictionary to aid efficient research. Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionary. Can increasingly read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act. Can compare and talk about the structure and features of different texts. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Can locate information quickly and effectively from a range of sources. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes when reading new words. Use dictionaries to check the meaning of words that they have read, independently. Discuss words and phrases that capture the reader's interest and imagination. Can talk about the effects of different words and phrases. Skim and scan longer texts for specific information. Beginning to use inference to identify how characters develop and change across a text. Can quote directly from a text to support their viewpoint. Have an opinion on the effects of particular use of language in a text. Can identify the point of view from which a story is told and how this affects the reader's response (author's bias). Can distinguish between fact and opinion. 	<ul style="list-style-type: none"> 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. Identify how language, structure, and presentation contribute to meaning. Identify themes and conventions in a wide range of books. Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. 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. Can read most of the Y5 ORT high frequency word list. Identify the ways in which paragraphs are linked(connecting adverbs, pronoun for character continuation) Skim and scan short texts for specific information. Can discuss the work of some established authors and poets. can understand how figurative language creates images for the reader.



Year Group	Year 5		
Point	31	33	35
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer ORT Stage 17/18
WORD READING	<ul style="list-style-type: none"> Can work out the meaning of unknown words by the way they are used in context. Can understand and explain the function of punctuation ... () – apostrophe for omission and possession and "" for direct speech. Can read some of the Year 5/6 common exception words list (20 words approx) Reads aloud with pace, fluency and expression, taking punctuation and author's intent into account. 	<ul style="list-style-type: none"> Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books. Can understand and explain the function of <u>sophisticated</u> punctuation ... () apostrophe for omission and possession and "" for direct speech. Can read approximately half of Year 5/6 common exception words list (50 words approx) 	<ul style="list-style-type: none"> Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>. Can read approximately half of common exception words list (50 words approx) Can understand and explain the function of <u>sophisticated</u> punctuation : ; - Can read the year ORT word list.
READING COMPREHENSION	<ul style="list-style-type: none"> Make comments supported by some generally relevant textual reference or quotation. Identify some basic features of organisation at text level. Make simple comments on writer's choices. Comment on overall effect on reader Predict what might happen from details stated. Can skim and scan nonfiction at speed for research. 	<ul style="list-style-type: none"> Can recommend books that they have read to their peers, giving reasons for their choices. Can make comparisons within books. Identify some basic features of writers' use of language. Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint. Begin to identify features common to different texts or versions of the same text. Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content. Understand the difference between open and closed questions Retrieve, record and present information from non-fiction sources. 	<ul style="list-style-type: none"> Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Make confident inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Can deduce meaning based on evidence drawn from different points in the text. 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. Can recognise irony and comment on the writer's intention (sarcasm or insincerity) Comment on the effect that the reader's or writer's context has on the meaning of texts. Can refer to the text to support opinions and to elaborate. Can sum up what they have read, found or discussed.



Year Group	Year 6		
Point	37	39	41
Grade	Emerging	Developing	Secure
Assessment Milestone	Autumn	Spring	Summer
WORD READING	<ul style="list-style-type: none"> Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books. Can read more than half of Year 5/6 common exception words list (50+ words) 	<ul style="list-style-type: none"> Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Can read majority of Year 5/6 common exception words list (80+ words) 	<ul style="list-style-type: none"> Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1. Can read vast majority if not all of the Year 5/6 common exception words list Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
READING COMPREHENSION	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Make comparisons within and across books. Identify viewpoint in text, with some, often limited, explanation. Skim read a text to get the general gist Ask questions to improve their understanding. Can identify and explain the writer's view point. Learn a wider range of poetry by heart. Provide reasoned justifications for their views. Increase their 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. 	<ul style="list-style-type: none"> Identify various features relating to organisation at text level, with some explanation. Read books that are structured in different ways and read for a range of purposes. Identify similarities and differences between texts, or versions, with explanation. 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. 	<ul style="list-style-type: none"> Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. Has learnt a wide range of poetry by heart. Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph, from different viewpoints and across a range of texts. Explains how language, structure and presentation contribute to meaning and effect of a text. Comments on how language, including figurative language and irony, is used to contribute to meaning 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. Identify and discuss themes and conventions in and across a wide range of writing. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 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. Can combine information from different reading sources with increasing precision to produce meaningful information. Can explain in detail why an author has used different language features and explain the impact of this.



Year Group	Beyond Year 6		
Point	49	57	65
Grade	7B	8C	8A
Assessment Milestone	Step 1	Step 2	Step 3
Thresholds (how many for each step)	4-6 descriptors	7-10 descriptors	11-13 descriptors
READING COMPREHENSION	<ul style="list-style-type: none"> • Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • Commentary incorporates apt textual reference and quotation to support main ideas or argument • Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement • Comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning • Detailed exploration of how structural choices support the writer’s theme or purpose, e.g. tracing how main ideas/characters develop over the text • Comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas • Some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text • Some drawing together of comments on how the writer’s language choices contribute to the overall effect on the reader, e.g. ‘all the images of flowers make the events seem less horrific and makes it even sadder’ • Main purpose precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of ‘Brutus was an honourable man’. • Viewpoint clearly identified and explanation of it developed through close reference to the text, e.g. ‘you know it’s told from Eric’s point of view even though he doesn’t use the first person’ • The effect on the reader clearly identified, and how that effect has been created, e.g. ‘when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff’s revenge can never be complete’ • Some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing • Some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time 		



Reading Word List for Reception

a	he	up
all	in	was
am	is	we
and	it	went
are	like	yes
at	look	you
away	me	
big	mum	
but	my	
can	no	
cat	of	
come	on	
dad	play	
day	said	
dog	see	
for	she	
get	the	
go	they	
going	this	
I	to	



Word List for Year 1 and 2

about	can't	has	made	or	take	water
after	could	have	make	our	than	way
again	did	help	man	out	thank	were
an	dig	her	many	over	that	what
another	do	here	may	people	their	when
as	don't	him	more	please	them	where
back	door	his	much	pretty	then	which
ball	down	home	must	pull	there	who
be	draw	house	name	push	these	will
because	eat	how	new	put	three	with
bed	find	if	never	ran	time	would
been	first	jump	next	saw	too	your
boy	from	just	night	school	took	
brother	girl	kind	not	seen	tree	
but	give	last	now	shall	two	
by	going	laugh	off	should	us	
call	good	little	old	sister	very	
called	got	live	once	so	want	
came	had	lived	one	some	warm	
cold	half	love	open	start	wash	



Word List for Year 4

I'm	change	leave	stopped	watch
above	coming	might	such	where
across	didn't	morning	suddenly	while
almost	different	much	think	without
along	does	near	though	woke
also	during	never	thought	woken
always	every	number	today	write
any	first	often	together	year
around	following	only	told	young
ask	found	opened	tries	
asked	goes	other	turn	
before	gone	outside	turned	
began	half	place	under	
being	heard	right	until	
below	high	round	upon	
better	inside	second	use	
between	jumped	show	used	
both	knew	sometimes	walk	
brought	know	started	walked	
buy	laugh	still	walking	



Reading Word List for Year 5

baby	paper
balloon	sister
birthday	small
brother	something
children	sound
clothes	sure
earth	swimming
eyes	those
father	white
friends	whole
garden	why
great	window
happy	word
head	work
heard	world
important	
lady	
light	
money	
own	