

Year 3 Reading Expectation Targets		
Decoding and Phonics	Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	
	Apply their growing knowledge of root words prefixes and suffixes including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto.	
	To begin to read year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word.	
Reading for pleasure	Reading independently an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Reading books that are structured in different ways.	
Vocabulary	Beginning to use a junior dictionary to check the meaning of words.	
	Identifying specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them.	
	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	
	Recognising some different forms of poetry [for example, free verse, narrative poetry].	
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence.	
	Discussing the actions of characters.	
Prediction	Identifying how language, structure, and presentation contribute to meaning .	
	Identifying specific language which contributes to the development of meaning.	
Discussing reading	Taking turns and listening to what others say.	
	Identifying and discussing how language and structure contribute to meaning.	
	Discussing words and phrases that capture their interest and imagination.	
Retrieve	Use features to locate and retrieve information, e.g. contents; indices; subheadings and begin to recognise fact and opinion.	
	Locate and retrieve information using skimming, scanning and text marking.	
	Retrieve information from a range of books, including books for information, Non-fiction books, novels and poetry books.	
Summerise	Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text.	
	Begin to discuss how language, structure and presentation help the reader to understand the text.	

Year 4 Reading Expectation Targets		
Decoding and Phonics	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	
	Apply their knowledge of root words prefixes, suffixes including: 'in-', 'il-', 'im-' 'ir-' 'anti-' 'inter-'ing', '-en', '-er', 'ed' ation '-ous' and endings that sound like /ʒən/ spelt '-sion'	
	To read aloud and to understand the meanings of new words that they meet.	
	To read aloud the year 3/4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word.	
	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	
Reading for pleasure	Reading independently a 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.	
Vocabulary	Using a dictionary with increasing accuracy to check the meaning of words.	
	Discussing words and phrases that capture the reader's interest and imagination.	
	Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them.	
	Recognising some different forms of poetry [for example, free verse, narrative poetry].	
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
	Make, predominantly, correct inferences.	
Prediction	Identifying how language, structure, and presentation contribute to meaning.	
	Identifying specific language which contributes to the development of meaning.	
Discussing reading	Taking turns and listening to what others say.	
	Discussing words and phrases that capture their interest and imagination.	
	Identifying and discussing how language, structure, and presentation contribute to meaning.	
Retrieve	Extract information from age-appropriate texts and make notes using quotation and reference to the text.	
	Recognise fact and opinion.	
Summerise	Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text.	

Year 5 Reading Expectation Targets

Decoding and Phonics	To read most words fluently and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
	To 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.	
	To begin to read the year 5/6 common exception words noting the correspondences between spelling and sound and where these occur within the word.	
Reading for pleasure	Reading independently, and increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary.	
Vocabulary	Using a dictionary accurately and to check the meaning of words.	
	Begin to keep a record of favourite words and phrases from books that have read as part of shared reading and books they have read independently.	
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
	Infer meaning using evidence from the text and their wider experiences.	
Prediction	Identifying how language, structure, and presentation contribute to meaning.	
	Identifying specific language which contributes to the development of meaning.	
	Infer meaning drawing upon evidence from across the text and wider experiences.	
Discussing reading	Identifying how language, structure and presentation contribute to meaning.	
	Identifying and explaining the author's point of view, referring to the text.	
	Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader.	
	Beginning to explain and discuss their understanding of what they have read, including through formal debates, maintaining a focus on the topic and using notes.	
Retrieve	Record and present information from non-fiction.	
Summarise	Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from.	

Year 6 Reading Expectation Targets		
Decoding and Phonics	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and word endings including: The /jəl/ sound, words ending 'tial' and 'cial' '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
	To read aloud the year 5/6 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word.	
Reading for pleasure	Reading independently a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other.	
Vocabulary	Using a dictionary to check the meaning of words.	
	Record words and phrases from books that have read as part of shared reading and books they have read independently to use in their writing.	
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
	Infer meaning drawing upon evidence from across the text and their wider experiences.	
Prediction	Identifying how language, structure, and presentation contribute to meaning.	
	Identifying specific language which contributes to the development of meaning.	
	Weigh up probability and make a sensible prediction of the next outcome.	
Discussing reading	Identifying how language, structure and presentation contribute to meaning.	
	Identifying and explaining the author's point of view, referring to the text.	
	Using technical terms, e.g. symbol, imagery, analogy and identifying the effects these have on the reader.	
	Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
	Providing reasoned justifications for their views.	
Retrieve	Retrieve, record and present information from non-fiction.	
Summerise	Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources.	