



Educate
Together

Age-Related Expectations (ARE)

YEAR 1

Reading

In addition to expectations from previous years, by the end of Year 1, a student at Redfield Educate Together, will be able to:

WORD READING	Apply phonic knowledge and skills as the route to decode words
	Respond speedily with the correct sound to graphemes for all 40+ phonemes
	Read accurately by blending known GPCs
	Read common exception words
	Read common suffixes (-s -es -ing -ed -er -est)
	Read multi- syllabic words containing known GPCs
	Read contractions and understand use of apostrophe (I'm, I'll, we'll)
	Read books aloud, that are consistent with their developing phonic knowledge, and begin to take into account punctuation (e.g. full stops)
	Re-read phonically decodable books to develop fluency and confidence in word reading.
COMPREHENSION	Listen to and discuss a wide range of poems, stories and non- fiction at a level beyond that what they can read independently.
	Retell familiar stories, traditional tales and fairy tales with main events in sequence
	Recognise and join in with predictable phrases
	Understand texts based on prior knowledge or provided information
	Correct inaccurate reading by checking for sense
	Discuss the significance of titles and events
	Make inferences based on what is said and done
	Make predictions based on the cover/ title and what they have read so far
	Explain clearly their understanding of what is being read to them
	Discuss word meanings, linking new meanings to those already known
	Discuss favourite words and phrases
	Link what they read and hear to their own experiences

	Recite simple poetry and rhymes by heart
	Listen to and discuss a variety of poems including acrostic poems
Reading for pleasure	Choose their own book/ genre and author/ series of books and explain why they have chosen the book.
	Discuss favourite authors/ series of books.
Greater depth year 1	To retell familiar stories in much detail and consider their particular characteristics.
	In a book that they are reading independently the pupil can make a plausible prediction about what might happen based on what they have read so far.
	Make links between the book they are reading and other books they have read.

Statements in bold are suggested KPIs.



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Age-Related Expectations (ARE)

YEAR 2

Reading

In addition to expectations from previous years, by the end of Year 2, a student at Redfield ET, will be able to:

WORD READING	Read accurately most words of two or more syllables.
	Read most words containing common suffixes (English appendix 1)
	Read most common exception words (English appendix 1)
	Noting unusual correspondences between spelling and sound and where these occurred in the word.
	Read most words accurately without overt sounding out and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. Approximately 90 words a minute
	Sound out most unfamiliar words accurately without undue hesitation
	In a book that they can read fluently, they can check it makes sense to them, correcting any inaccurate reading
	Apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and becomes fluent
	Read words with contractions and understands their original form.
	Attempts unfamiliar words using a range of strategies (e.g. phonics, spelling patterns, context clues)
	Know the difference in meaning between homophones.
COMPREHENSION	Discuss a wide range of poetry, stories and non-fiction
	Perform a repertoire of poetry learnt by heart with appropriate intonation including shape poems and diamantes.
	Begin to read silently with understanding
	Recognise simple recurring literary language in stories and poetry
	In a book that they can read fluently, they can answer literal and retrieval questions and make some inferences on the basis of what is being said and done
	In a book that they can read fluently, they can explain what has happened so far in what they have read
	Retell a wider range of stories and discuss the sequence of events in books
	Discuss and clarify the meaning of words using contextual clues and links to known vocabulary
	Make links between the book they are reading and other books they have read and to their own experiences.
	Identify how language, structure and presentation contribute to meaning in both fiction and non-fiction.

	Predict what might happen based on reading so far
Reading for please	Choose to read a variety of genres, commenting on likes and dislikes.
	Explain their preferences/opinions on a text.
Year 2 Greater depth	In a book that they are reading independently, the pupil can make inferences
	Make plausible prediction about what might happen on the basis of what has been read so far
	Make links between the book they are reading and other books they have read.

Statements in bold are from Teacher Assessment Framework at the end of Key Stage 1 2018-19 onwards.



In addition to expectations from previous years, by the end of Year 3, a student at Redfield ET, will be able to:

WORD READING	Apply a growing knowledge of root words, prefixes, suffixes (etymology and morphology) including dis- mis- in- il- im- -ir -ly
	(As listed in English Appendix 1)
	Attempt unfamiliar words quickly and accurately using a range of strategies (e.g. context clues, HFWs, sentence structure, phonics, spelling patterns).
	Read further common exception words, including those with unusual spelling/ sound links (English Appendix 1)
	Confidently read aloud with fluency and expression taking account of punctuation.
	Re-read to self-correct.
COMPREHENSION	Know the difference in meaning between homophones and near homophones.
	Discuss a wide range of fiction, non-fiction, poetry, plays, reference books and textbooks.
	Read silently with good understanding for longer periods.
	Check that a text makes sense, including explaining the meaning of words using contextual clues and links to known vocabulary.
	Use dictionaries to check the meanings of words
	Independently retell a wide range of stories (including fairy tales, traditional tales, myths and legends)
	Read texts that are structured in different ways and begin to use them to retrieve information.
	Retrieve and record information from non- fiction texts
	Recites and perform plays and poetry aloud showing understanding through intonation, tone, volume and actions
	Identify and summarise the main ideas drawn from more than one paragraph in their own words
	Make predictions based on their own experiences or literal information from the text.
	Ask and answer literal, retrieval and inferential questions about the text (including poems).
	Use evidence to draw inferences about feelings, thoughts and motives from their actions
	Distinguish between fact and opinion.
	Discuss words and phrases which capture the reader's interest and imagination
	Recognise some different forms of poetry e.g. haiku, calligram including imagery, stanzas, simile, onomatopoeia, repetition

Reading for please	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
	Choose to read a variety of genres, discussing their preferences and commenting on likes and dislikes. Including written book reviews
Year 3 Greater depth	Identify how language, structure and presentation contribute to meaning
	Begin to comment on the author's point of view
	Make comparisons within the text

Statements in bold are suggested KPIs.



In addition to expectations from previous years, by the end of Year 4, a student at Redfield ET, will be able to:

WORD READING	Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) including re- sub- inter- super- anti- auto- -ation -ous both to read aloud and understand the meaning of new words that they meet (As in English Appendix 1)
	Read further common exception words, including those with unusual spelling/ sound links (English Appendix 1)
	Confidently read aloud with fluency, expression and intonation taking account of punctuation.
	Consistently re-reads to self-correct.
	Read unfamiliar words quickly and accurately using a range of strategies (e.g. context clues, HFWs, sentence structure, spelling patterns).
COMPREHENSION	Discuss a wide range of fiction, non-fiction, poetry, plays, reference books and textbooks.
	Independently retells a wide range of more challenging stories (including fairy tales, traditional tales, myths and legends) with main events in sequence.
	Reads silently with good understanding for longer periods and discuss what they have read.
	Read texts that are structured in different ways and uses them independently to retrieve information.
	Perform plays and poetry aloud using intonation, tone, volume and action
	Use dictionaries to check the meanings of words
	Check that a text makes sense, including explaining the meaning of words using contextual clues and links to known vocabulary
	Summarise main ideas in their own words and responds to the text.
	Make predictions based on their own experiences or literal information from the text and justifies with evidence.
	Ask and answer literal, retrieval and inferential questions about more challenging texts and justifies inferences with evidence.
	Distinguish between fact and opinion, giving evidence.
	Discuss words and phrases that capture interest and engage the reader and give an explanation of how these language choices have an impact on meaning.
	Identify how structure and presentation contribute to meaning
	Comment on the author's intention giving examples from the text.
	Retrieve and record information from non-fiction texts
	Discuss texts and share ideas giving quotes taken from the text.

	Recognise some different forms of poetry e.g limericks, kennings including alliterations
	Recite more complex poems with confidence.
	Begin to comment on how language choices have an impact on meaning across a variety of text types, including poetry.
Reading for pleasure	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
	Continue to select a variety of genres for their own pleasure and confidently discusses their preferences.
Year 4 Greater depth	Use inference and deduction to work out and compare the characteristics of different people from a story
	Compare language in older texts with modern Standard English
	Summarise key information from more than one paragraph and put events in the correct order.

Statements in bold are suggested KPIs.



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Age-Related Expectations (ARE)

YEAR 5

Reading

In addition to expectations from previous years, by the end of Year 5, a student at Redfield ET, will be able to:

WORD READING	Confidently use and apply knowledge of spelling patterns of at least half of the year 5/6 list, etymology and morphology. (English Appendix 1)
	Read and understand the use of hyphens to join a prefix to a root word.
	Effortlessly read aloud with fluency showing understanding through intonation, tone and volume so that meaning is clear to the audience.
	Consistently and confidently re-read to self-correct.
	Read unfamiliar words confidently and accurately using a range of strategies (e.g. context clues, HFWs, sentence structure, spelling patterns).
COMPREHENSION	Read, enjoy, understand and discuss an increasing wide range of fiction, non-fiction, poetry, plays, reference books and textbooks.
	Retell more challenging stories from different starting points.
	Read silently with good understanding for longer periods inferring the meaning of unfamiliar words and discussing what they have read.
	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
	Identifying and discussing themes and conventions in and across a wide range of writing.
	Read texts that are structured in different ways and uses them independently to retrieve information.
	Use a variety of text types, to retell orally or through drama/presentation.
	Discuss texts and share ideas giving quotes taken from the text.
	Check that a text makes sense to them, including explaining the meaning of words using contextual clues and links to known vocabulary
	Summarise main ideas in their own words and takes notes to prepare a written précis.
	Make predictions based on their own experience and/or literal and inferential information from the text, providing reasoned justifications
	Confidently ask and answer literal, retrieval and inferential questions about increasingly challenging texts.
	Identify how language, structure, format and features contribute to meaning
	Understand the difference between fact and opinion explaining evidence.
	Give detailed explanations of how language choices and text organisation has an impact on meaning across a variety of text types, including poetry.
	Discuss how an author's choice of language, including figurative language, impacts on the reader.

	Retrieve, record and present information from non-fiction
	Make comparisons of events, characters, structures and themes giving evidence to support the comparison.
	Recognise some different forms of poetry e.g. cinquain, Tanka including metaphors and personification
	Learning a wider range of poetry by heart
	Begin to comment on how language choices have an impact on meaning across a variety of text types including poetry.
Reading for pleasure	Recommending books that they have read to their peers, giving reasons for their choices.
	Participate in discussions about books that are read to them and those they can read for themselves
Year 5 Greater depth	Infer meaning using evidence from the text to justify thoughts and opinions
	Understand that writers use different structures within their writing and explain the impact it has
	Express opinions about a text, using evidence from the text, giving reasons and explanations

Statements in bold are suggested KPIs.



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Age-Related Expectations (ARE)

YEAR 6

Reading

In addition to expectations from previous years, by the end of Year 2, a student at Redfield ET, will be able to:

WORD READING	Confidently use and apply knowledge of spelling patterns, etymology and morphology to read aloud and understand new words. (Linked to the expectation of year 6 spellings in English Appendix 1)
	Read unfamiliar words confidently and accurately using a range of strategies (e.g. context clues, HFWs, sentence structure, spelling patterns).
	Effortlessly read aloud with fluency showing understanding through intonation, tone and volume so that meaning is clear to the audience.
	Consistently and confidently re-read to self-correct and to check that the text makes sense.
COMPREHENSION	Can read, enjoy, understand and discuss an increasing wide range of fiction, non-fiction, poetry, plays, reference books and textbooks.
	Retell more challenging stories from different starting points.
	Read silently with good understanding for longer periods inferring the meaning of unfamiliar words and discussing what they have read.
	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
	Use a variety of text types, to retell orally or through drama/presentation/ debate.
	Identifying and discussing themes and conventions in and across a wide range of writing
	Read texts that are structured in different ways and uses them independently to retrieve and record information.
	Distinguish between fact and opinion explaining evidence.
	Retrieve, record and present information from all genres.
	Discuss texts and share ideas giving quotes taken from the text.
	Check that a text makes sense, including explaining the meaning of words using contextual clues and links to known vocabulary.
	Summarise main ideas, identifying key details and using quotations for illustration.
	Make predictions based on their own experience and/or literal and inferential information from the text, providing reasoned justifications
	Confidently ask and answer literal, retrieval and inferential questions about increasingly challenging texts.
	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
	Give detailed explanations of how language choices and text organisation has an impact on meaning across a variety of text types, including poetry.
	Evaluate how authors use language, including figurative language, considering the impact on the reader and author's intention

	Make comparisons within and across texts giving evidence to support the comparison.
	Learning a wider range of poetry by heart including: narrative, free verse, assonance, consonance as well as all year 5 forms and strategies.
Reading for Pleasure	Read age-appropriate books with confidence and fluency, including whole novels.
	Maintain enthusiasm for reading by reading a wide range of texts, recommending books and explaining choices, discussing themes, learning poetry by heart and performing plays and poems aloud (using intonation).
	Participate in discussions about books, building on and challenging ideas considerably.
	Explain and discuss their understanding of reading, including through formal presentations and debates.
Year 6 Greater depth	Makes inference of setting and characters through dialogue.
	Always refer accurately to the text when explaining points, using quotes to justify an opinion
	Independently notice links between similar texts and be able to compare and discuss them

Teacher Assessment Framework at the end of Key Stage 2 is unavailable as SATS assessed.