

St. Joseph's Catholic Primary School
Reading End Points – Ready to Progress Criteria



	Word Reading	Comprehension
EYFS	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Year One	<ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. • Confidently and accurately blend sounds where appropriate, in unfamiliar words and/texts. 	<ul style="list-style-type: none"> • Know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support.
Year Two	<ul style="list-style-type: none"> • Read most common exception words. • In age appropriate books, read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. • Sound out most unfamiliar words accurately, without undue hesitation. 	<ul style="list-style-type: none"> • In a book that they can already read fluently, they can check that it makes sense to them, correcting any inaccurate reading. • Answer some questions and make some inferences.
Year Three	<ul style="list-style-type: none"> • Reads most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound. • Read with fluency a range of age-appropriate text types. Read at a speed sufficient for them to focus on understanding (at least 90 words per minute) 	<ul style="list-style-type: none"> • Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. • Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions.

		<ul style="list-style-type: none"> • Retrieve and record information confidently from texts.
Year Four	<ul style="list-style-type: none"> • Reads all of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound. • Read with fluency and automaticity a range of appropriate text types from those specified for Years 3 and 4. 	<ul style="list-style-type: none"> • Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. • Identify how language, structure and presentation contribute to meaning e.g. 'threatening' means that a storm is close and could be dangerous. • Provide explanations which show their high level of understanding of that text.
Year Five	<ul style="list-style-type: none"> • Reads almost all of the Y5/6 statutory spelling words. • Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the Y5/6 Spelling appendix. • With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. • Make comparisons within and across texts e.g. compare two works by one author. • Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. • Distinguish fact from opinion, with an awareness of ambiguity.
Year Six	<ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Can work out the meaning of words from the context. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. • Summarise main ideas, identifying key details and using quotations for illustration. • Evaluate how authors use language, including figurative language, considering the impact on the reader. • Make comparisons within and across books.