

Accelerated Reader and Rethink Reading - Expectations of Progress



Our goal is for all children to:

- succeed in reading, regardless of their background, needs and abilities.
- establish an appreciation and love for reading.
- become fluent, independent and confident readers.

Re-think Reading!

By the end of the year, these are the expected achievements for our students as readers.

By the end of Y1	By the end of Y2	By the end of Y3	By the end of Y4	By the end of Y5	By the end of Y6
Phonically decodable books - band 5 Book bands: turquoise +	AR level 1.9+ Reading age: 7.0+	AR level 2.9+ Reading age: 8.0+	AR level 3.9+ Reading age: 9.0+	AR level 4.9+ Reading age: 10.0+	AR level 5.9+ Reading age: 11.0+

Decoding

By the end of Y1	By the end of Y2	Y3/4	Y5/6
Apply phonic knowledge and skills to decode words. Blend accurately and speedily using known graphemes. Re-read with fluency and confidence. Read accurately - Recognise when a word does not make sense. Read common exception words accurately	Read ageappropriate books. Sounding out unfamiliar words - beginning to selfcorrect. Read accurately, automatically and without undue hesitation including: -Words of 2 or more syllables -Words containing common suffixes -Most common exception words Read most words quickly and accurately without blending out loud,	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self -correct consistently. Read simple chapter books independently and silently.	Read ageappropriate books with confidence and fluency, including whole novels. Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.

	over 90 words per minute. Begin to read silently with understanding.		
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Reading for pleasure

By the end of Y1	By the end of Y2	Y3/4	Y5/6
Participate actively in listening and sharing a wide range of books. Choose to read.	Read independently, demonstrating increasing stamina. Show developing preferences through book choice.	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form.	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: -reading for sustained periods of time -complete a wider range of more challenging and lengthier books -engage actively in book discussions with and without adult support. Respond to reading in a written form, beginning to develop a critical stance.

Comprehension

Inference, prediction, clarifying, questioning, summarising

	By the end of Y1	By the end of Y2	Y3/4	Y5/6
Infer	In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.	Make inferences from texts that they read themselves, on the basis of - what's being said and done - cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher).	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.	Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.
Predict	With support can link own experiences to what they read. Make predictions about reading: - from a title and front cover of a book. - on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied based on: - content - simple themes/ text types. Justify predictions with evidence.	Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres
Clarify	Discuss word meanings, making links to known vocabulary.	Discuss and clarify the meaning of words to understand texts further. In familiar books, check that it makes sense.	Use dictionaries to check the meanings of words they have read.	Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion.

				Clarify concepts and ideas at sentence, paragraph and whole text level.
Question	Raise simple questions about texts they read and that are read to them. Answer simple, information retrieval questions about texts.	Ask and answer questions about texts.	Ask and answer questions to improve understanding of a text.	Ask and answer questions to improve understanding of themes and authorial intent.
Summarise	Link title to key events in a text.	Identify and explain the sequence of events in texts.	Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction.	Identify and summarise main ideas from across a text. Identify key details that support main ideas using quotation for illustration. Retrieve, record and present key information from non-fiction.

Language for effect

End of Y1	End of Y2	Y3/4	Y5/6
Recognise and join in with predictable phrases.	Identify simple literary language in stories and poetry. Discuss favourite words and phrases and their impact on the meaning.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. Discuss words and phrases that engage the reader. Give extended explanations of the	Discuss how the structural and presentational choices impact on meaning, theme and purpose. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.

		impact of language choices on meaning.	
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Themes and convention

End of Y1	End of Y2	Y5/6	End of Y6
Retell familiar stories and rhymes and talk about their key features.	Identify key aspects of texts, e.g. fiction: characters, setting, plot. Non-fiction: titles/headings, contents, index, glossary. With support, justify personal response to texts.	Begin to make connections between texts. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	Identify the themes and conventions of a range of texts. Discuss/comment on themes and conventions in different genres and forms. Make comparisons and contrasts within and across texts. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text. Provide reasoned justifications for opinions about a book.