



# The Federation of Winklebury Infant and Junior Schools

## Key Performance Indicators

### Reading

This book provides details of the Key Performance Indicators (KPIs) for reading in each year group.

In order to meet age-related expectations your child must be able to do all the KPIs relevant to his/her year group in school, by the end of the academic year.

## Year R

In order to meet the Early Learning Goal at the end of Year R, your child must be able to:

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read

## Year 1

In order to meet age-related expectations at the end of Year 1, your child must be able to:

- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words
- Read common exception words
- Read aloud accurately books that are consistent with their developing phonic knowledge and do not require other strategies
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Become very familiar with key stories, fairy stories and traditional tales
- Understand both the books they can read accurately and fluently and those they listen to by checking that the text makes sense
- Understand both the books they can read accurately and fluently and those they listen to by correcting inaccurate reading
- Understand both the books they can read accurately and fluently and those they listen to by discussing the significance of the title and events
- Understand both the books they can read accurately and fluently and those they listen to by predicting what might happen

## Year 2

In order to meet age-related expectations at the end of Year 2, your child must be able to:

- Read accurately by blending sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain graphemes taught so far
- Read most words (93 -95%) quickly and accurately without overt 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 estimation
- Re-read books to build up fluency and confidence in word reading
- Discuss the sequence of events in books and how items of information are related
- Become increasingly familiar with and re-telling a wider range of stories, fairy stories and traditional tales
- Discuss non-fiction books that are structured in different ways
- Understand both the books they can read accurately and fluently and those they listen to by checking the text makes sense, answering questions and predicting what might happen
- Participate in discussions about books, poems and other works that are read to them and those they can read to themselves, taking turns and listening to what others say

## Year 3

In order to meet age-related expectations at the end of Year 3, your child must be able to:

- Read, listen to and discuss a wide range of fiction, poetry and plays
- Read, listen to and discuss a wide range of non-fiction and reference books or textbooks
- Use dictionaries to check the meaning of words they have read
- Identify themes and conventions in a wide range of books
- Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word
- Understand what they have read independently by drawing inference such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences they have made with evidence from a text
- Understand what they have read independently by predicting what might happen from details stated and implied
- Retrieve and record information from non-fiction texts
- Discuss words and phrases that capture the reader's interest and imagination

## Year 4

In order to meet age-related expectations at the end of Year 4, your child must be able to:

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met (Appendix 1 National Curriculum)
- Read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Use dictionaries to check the meaning of words they have read
- Identify themes and conventions in a wide range of books
- Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in words
- Check the text makes sense, discussing their understanding and explaining the meaning of words in context
- Draw inference such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise these
- Retrieve and record information from non-fiction texts

## Year 5

In order to meet age-related expectations at the end of Year 5, your child must be able to:

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met (Appendix 1 National Curriculum)
- Increase 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
- Check that the book makes sense, discussing their understanding and exploring the context of words in context
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieve, record and present information from non-fiction texts
- Participate in discussions about books
- Provide reasoned justifications for their views about a book
- Draw inferences such as inferring characters' feelings thoughts and motives from their actions, and justify inferences with evidence
- Identify how language, structure and presentation contribute to meaning
- Make comparisons within and across books

## Year 6

In order to meet age-related expectations at the end of Year 6, your child must be able to:

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met (Appendix 1 National Curriculum)
- Increase 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
- Check that the book makes sense, discussing their understanding and exploring the context of words in context
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieve, record and present information from non-fiction texts
- Participate in discussions about books
- Provide reasoned justifications for their views about a book
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Identify how language, structure and presentation contribute to meaning
- Identify and discuss themes and conventions in and across a wide range of writing

If you have any questions about any of the Key Performance Indicators in this booklet, please talk to your child's class teacher.