Key Stage 1- Reading Non-Negotiables

NB: Pupils must demonstrate each of the non-negotiables listed in their year group AND all of the statements in the preceding year groups

	Reception	Year 1	Year 2
Word reading	Children read and understand simple sentences. Can use phonic knowledge and strategies to decode regular words and read them aloud accurately. Can read some common irregular words.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (phonic screening passed). At a Level 17, can read aloud many words quickly and accurately without overt sounding and blending and can sound out many unfamiliar words accurately (Fluency Rubric score of 10). Read MOST of the Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Apply phonic knowledge and strategies as the route to decode words. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read accurately some words of more than one syllable that contain taught GPCs. Read words with contractions e.g. I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.	At a Level 22, can read MOST words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (fluency rubric score of at least 10). Can sound out MOST unfamiliar words accurately, without undue hesitation. Can read MOST words of two or more syllables that contain common GPCs. Can read MOST words containing common suffixes. I can read MOST of the Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. In a familiar book that they can read fluently, they can check it makes sense to them and correct any inaccurate reading using a range of strategies. They can also read to punctuation and demonstrate phrasing whilst maintaining fluency of the whole sentence.
Comprehension	They demonstrate an understanding when talking with others about what they have read.	In a familiar book, or a book read to them the pupil can: - read to punctuation and demonstrate phrasing whilst maintaining fluency of the whole sentence - link what they read or hear read to their own experiences - retell a range of key stories, fairy stories and traditional tales - recognise and join in with predictable phrases and can recite some rhymes and poems by heart - discuss the significance of the title and events and answer simple retrieval questions	In a book that they can already read fluently the pupil can: - answer questions, make some inferences and explain what has happened so far in what they have read - sequence events and discuss how items of information are related - discuss some of the features of non-fiction text - discuss and clarify the meanings of words, linking new meanings to known vocabulary and discussing their favourite words

Lower Key Stage 2- Reading Non-Negotiables

NB: Pupils must demonstrate each of the non-negotiables listed in their year group AND all of the statements in the preceding year groups

	Year 3	Year 4
Word reading	At a Level 26, can read MOST words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (fluency rubric score of at least 10). Can use my knowledge of root words, prefixes (including dis-,mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words. Can read and understand the meaning of at least half of the words on the Year 3/4 word list	At a Level 27, can read MOST words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (fluency rubric score of at least 12). I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words. I can read ALL of the words on the Year 3/4 word list and understand their meaning.
Comprehension	Use dictionaries to check the meaning of words that they have read and create a self-extending system of acquiring new vocabulary. Can read aloud poems and perform play scripts, showing understanding through intonation, tone, volume and action. Can discuss words and phrases that capture the reader's interest and imagination. Can ask questions about the texts that they have read to help them to understand them. Can work out what a character in a book is feeling by the actions they take and can explain how they know. Can predict what might happen from clues in what they have read. Can summarise the main ideas in a paragraph. Can say how a text is organised to help the reader to understand it e.g. using paragraphs, headings, sub-headings and inverted commas to show speech. Can use non-fiction texts to find out information on a subject	Can recognise some different forms of poetry e.g. free verse and narrative poetry. Can tell from what they have read how a character is feeling and thinking and why they take an action and can find the parts of the text that tell them that. Can summarise what has happened in a text, using themes from paragraphs to help them. Can understand how the use of words in a text, how it is set out, and its presentation add to its meaning. Can find and record information from non-fiction texts over a wide range of subjects. Can make simple links and comparisons with other texts.

Upper Key Stage 2- Reading Non-Negotiables

NB: Pupils must demonstrate each of the non-negotiables listed in their year group AND all of the statements in the preceding year groups

	Year 5	Year 6
Word reading	At a Level 29, can read MOST words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (fluency rubric score of at least 12). Can read and understand the meaning of at least half of the words on the Year 5/6 list. Use a dictionary to check the meaning of new words and create a self-extending system of acquiring new vocabulary	At a Level 30, can read MOST words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (fluency rubric score of at least 14). Can read aloud and understand the meaning of ALL of the words on the Year 5/6 list.
Comprehension	Can write or give a detailed book review including reasons why they would recommend the book. Can read, understand and learn from a wide range of poetry and can learn a wide range of poetry by heart. Can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Can predict what might happen from details stated and implied and can infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Can retrieve, record and present information from non-fiction in real contexts. Can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text. Can discuss the author's use of language using terms such as metaphor, simile, analogy and imagery. Can participate in discussions about books building on their own and others' ideas and challenging views courteously.	Can discuss and compare events, structures, issues, characters and plots within a book and between books. Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Can identify how language, structure and presentation contribute to meaning. Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary and providing reasoned justifications for their views. Can recognise themes in what they read, such as loss or heroism. Can discuss the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.