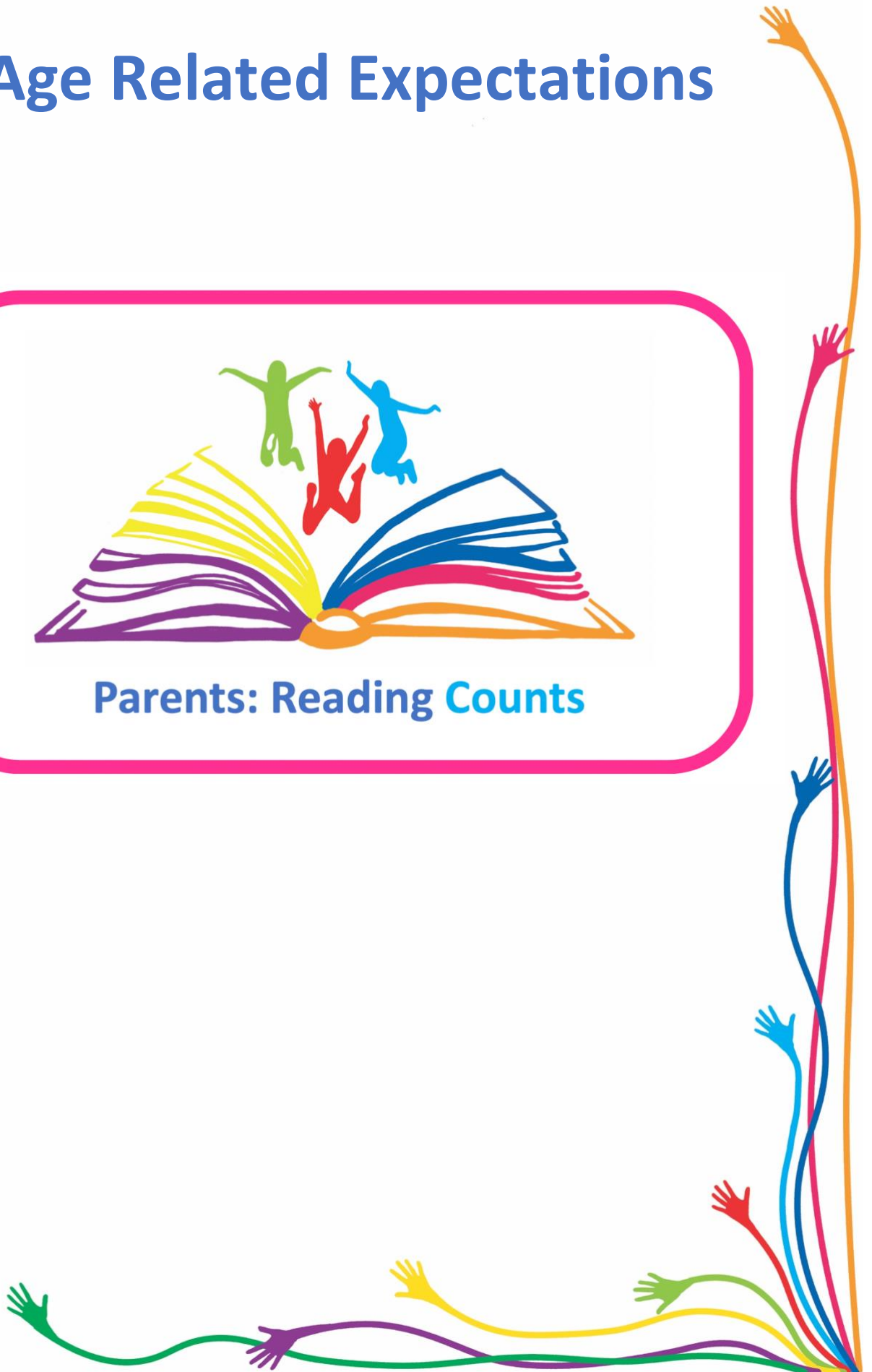


Age Related Expectations



Parents: Reading Counts



Year 1

Reading

Your child can:

- Say the correct sound to graphemes (letters or groups of letters) for some of the 40+ phonemes and many alternative sounds for graphemes (see additional resource)
- Read accurately by blending sounds in unfamiliar words using GPCs they have been taught (see additional resource)
- Read words that contain the GPCs they have been taught and -s, -es, -ing, -ed, -er and -est endings
- Read other words with more than one syllable that contain the GPCs they have been taught
- read aloud accurately decodable books that match their developing phonic knowledge without needing to use other strategies to work out words
- Read all capital letters and the days of the week
- Read words that use contractions e.g. he's, I'm, we'll and know that the apostrophe shows there are missing letters e.g. he's = he is, I'm = I am, we'll = we **will**
- Listen to and talk about stories, poems and non-fiction books that are harder than they could read on their own
- Talk about several well-known stories, fairy stories and traditional tales and retell them
- Talk about the meaning of words and link new meanings to words they already know
- Check that the book they are reading makes sense to them and correct themselves if they make a mistake while reading
- Talk about the main events in a story they have read
- 'Read between the lines' using the actions and words of the characters e.g. Tom stamped his foot and shouted, 'Stop!' = Tom is angry
- Predict what might happen in the rest of the story

Year 2

Reading

Your child can:

- *Read by blending the sounds in words that have the common graphemes (letters or groups of letters) for all 40+ phonemes (sounds) (see additional resource)*
- Read most words of two or more syllables accurately
- Read most words containing common suffixes (word endings) (see additional resource)
- Read most common exception words (see additional resource)
- Read most words accurately without the need to sound out and blend so they can focus on understanding what they are reading in books that are appropriate to their age
- Sound out new (unfamiliar) words accurately, without too much hesitation, in books that are appropriate to their age
- Check a book they are already able to read fluently makes sense to them, and correct their own mistakes when reading
- Answer questions and make some inferences ('read between the lines') about a book they are already able to read fluently
- Explain what has happened so far in what they have read in a book they are already able to read fluently

Year 3

Reading

In Year 3, your child should be developing positive attitudes to reading and understanding of what they read. They should also begin to understand what they read in books they can read independently.

Your child can:

- Read more exception words and spot where there is an unusual spelling of a sound in the words
- Listen to and talk about a wide range of fiction (stories), poetry, plays, non-fiction and reference books
- Spot simple themes in a wide range of books e.g. friendship, kindness, honesty, jealousy
- Talk about words and phrases that capture their interest and imagination
- Check that what they are reading makes sense to them, talk about their understanding and explain the meaning of some words in the context they have read them in
- Ask some questions to help them to understand what they are reading
- Make inferences ('read between the lines') such as about characters' feelings, thoughts or motives from their actions, and find evidence to support these
- Predict what might happen from details in the text they have read, and from details that have been implied
- Identify the main ideas in a text from more than one paragraph and summarise them
- Find and write down some information from non-fiction texts
- Join in with discussions about both books that are read to them and books they can read for themselves

Year 4

Reading

In Year 4, your child should be continuing to develop positive attitudes to reading and understanding of what they read. They should also begin to understand what they read in books they can read independently.

Your child can:

- *Use their growing knowledge of root words, prefixes and suffixes (see additional resource) both to read aloud and to understand the meaning of new words they meet*
- *Read further exception words, spotting where there is an unusual spelling of a sound within a word*
- Listen to and confidently talk about a wide range of fiction (stories), poetry, plays, non-fiction and reference books
- Spot themes in an increasingly wide range of books e.g. friendship, kindness, honesty, jealousy
- Talk about many words and phrases that capture their interest and imagination
- Check that what they are reading makes sense to them, talk about what they understand from the text they have read and explain the meaning of many words in the context they have read them in and ask questions to improve their understanding of the text
- Make inferences ('read between the lines') such as about characters' feelings, thoughts and motives from their actions, and find evidence from the text for most of these inferences
- Predict what might happen from the details they have read in the text and those that are implied
- Identify the main ideas in a text from more than two paragraphs and summarise them
- Find ways that the words, structure and presentation that has been used show the meaning of the text
- Confidently find and write down information from non-fiction texts
- Confidently take part in discussions about both books that are read to them and books they can read for themselves

Year 5

Reading

In Year 5, your child should maintain positive attitudes to reading and understanding of what they read. They can also understand what they read.

Your child can:

- Apply their growing knowledge of root words, prefixes and suffixes (see additional resource) both to read aloud and to understand the meaning of new words they meet
- Read and discuss a range of fiction (stories), poetry, plays, non-fiction and reference books
- Find and talk about themes in and across a wide range of writing e.g. using first person when writing diaries or autobiographies
- Make comparisons within and across books e.g. about plot, theme etc.
- Check that the book they are reading makes sense to them, talking about what they understand and exploring the meaning of words in the context they have read them in
- Ask questions to improve their understanding
- Make inferences ('read between the lines') such as about characters' feelings, thoughts and motives from their actions, and justify these inferences with evidence from the text
- Predict what might happen from the details they have read and those that are implied
- With support, find relevant information in a text, summarise the main ideas from more than one paragraph and find key details that support these ideas
- Find, talk about and evaluate the difference between literal and figurative language (see additional resource), talking about how effectively the author has create mood and built tension, and the impact on the reader
- Identify the differences between statements of fact and opinion
- Find, write down and present some information from non-fiction texts
- Explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on what they are discussing and using notes where they need to
- Give reasoned justifications for their views about what they have read

Year 6

Reading

In Year 6, your child should maintain positive attitudes to reading and understanding of what they read. They can also understand what they read.

Your child can:

- Read and talk about a wide range of fiction (stories), poetry, plays, non-fiction and reference books
- Find and talk about themes in and across a wide range of writing e.g. using first person when writing diaries or autobiographies
- Make comparisons within and across books e.g. about plot, theme etc.
- Check that the book they are reading makes sense to them, talking about what they understand and exploring the meaning of words in the context they have read them in
- Ask questions to improve their understanding
- Make inferences ('read between the lines') such as about characters' feelings, thoughts and motives from their actions, and justify these inferences with evidence from the text
- Predict what might happen from the details they have read and those that are implied
- find relevant information in a text, summarise the main ideas from more than one paragraph and find key details that support these ideas
- find and explain how language, structure and presentation contribute to the meaning of the piece of writing
- talk about and evaluate how authors use language, including figurative language (see additional resource) and the impact this has on the reader
- Identify the differences between statements of fact and opinion
- Find, write down and present some information from non-fiction texts
- Explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on what they are discussing and using notes where they need to
- Give reasoned justifications for their views about what they have read

Additional Resources

Phonemes

a	e	i	o	u	ear	au	oi	gn	c
a-e	e-e	i-e	o-e	u-e	ir	aw	oy	kn	k
ai	ee	y	oa	oo	er	or	ow	n	ck
ay	ea	igh	ow	ew	ur	oor	ou	j	ch
	ie	ie	h	ue	air	ar	f	dge	tch
b	d	g	wr	l	nk	ng	ph	th	sh

Alternative Pronunciations of Graphemes

a-e	e-e	i-e	o-e	u-e	sh	er	ear	air	or	r
ai	ee	igh	oe	ue	ci	ur	eer	ear	au	wr
ay	ey	ie	ow	u	ti	ear	ere	are	aw	rr
ey	ie	i	o	ew	ch	ir			our	
a	y	y	oa		ss	or			al	
eigh	ea				s				augh	
	e									

s	ch	m	j	oo	ow	wh	f	oi	z	n
ss	t	mb	g	ue	ou	w	ph	oy	se	kn
se	tch		dge	ui			ff			gn
st							gh			
c										

Year 1 Common Exception Words

Common Exception words are words that do not follow the rules of phonetic spelling. These words are used frequently by children so that's why they are called common. Children in year 1 need to be able to read and spell most of these.

Word	R	W	Word	R	W	Word	R	W
the			you			where		
a			your			love		
do			they			come		
to			be			some		
today			he			one		
of			me			once		
said			she			ask		
says			we			friend		
are			no			school		
were			go			put		
was			so			push		
is			by			pull		
his			my			full		
has			here			house		
I			there			our		

Year 2 Common Exception Words

Common Exception words are words that do not follow the rules of phonetic spelling. These words are used frequently by children so that's why they are called common. Children in Year 2 need to be able to read and spell most of these.

Word	R	S	Word	R	S	Word	R	S
after			eye			only		
again			fast			parents		
any			father			pass		
bath			find			past		
beautiful			floor			path		
because			gold			people		
behind			grass			plant		
both			great			poor		
break			half			pretty		
busy			hold			prove		
child			hour			should		
children			improve			steak		
Christmas			kind			sugar		
class			last			sure		
climb			many			told		
clothes			mind			water		
cold			money			who		
could			most			whole		
door			move			wild		
even			Mr			would		
every			Mrs					
everybody			old					

Common Suffixes – Year 2

-ful	-less	-ly	-ment	-ness
peaceful	endless	slowly	disappointment	kindness
fearful	fearless	fearfully	amazement	illness
painful	painless	happily	punishment	sadness
spiteful	speechless	loudly	achievement	darkness
thankful	harmless	quickly	agreement	happiness
delightful	tasteless	strangely	treatment	lateness
helpful	helpless	quietly	statement	loneliness
useful	useless	softly	excitement	goodness
shameful	shameless	wisely	development	sickness
hopeful	hopeless	hopefully	environment	witness
careful	careless	carefully	equipment	forgiveness
thoughtful	thoughtless	thoughtfully	payment	bitterness
colourful	worthless	thankfully	judgement	cleanliness
joyful	powerless	politely	replacement	greatness
wonderful	homeless	angrily	advertisement	highness
truthful	headless	sadly	retirement	shyness
beautiful	doubtless	unfortunately	pavement	braveness
cheerful	heartless	suddenly	apartment	cleverness

Year 3/4 National Curriculum Spelling List

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strength
appear	decide	fruit	material	possession	suppose
arrive	describe	grammar	medicine	possible	surprise
believe	different	group	mention	potatoes	therefore
bicycle	difficult	guard	minute	pressure	though
breath	disappear	guide	natural	probably	although
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women
centre	experience	important	ordinary	reign	

More help for Parents

<https://literacycounts.co.uk/parents/>

Home Learning Packs

At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Also look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.

Story Time Counts

Here you can find beautiful stories to enjoy with your family. These stories are also accompanied by a wealth of fun activities to do at home or at school. Don't forget to download your **FREE Story Time Counts: Book Based Learning** resource for each of the stories and share with us some of the fantastic activities that you do. There are activities here that can be used from EYFS all the way through to Year 6.

Every Teacher & School Counts

Find out more about how this book and many others are supported by our comprehensive planning support. 80+ page units for improved reading & writing *and* your connected curriculum.



Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!