

	EYFS Milestone	Milestone 1 Year 1	Milestone 1 Year 2	Milestone 2 Year 3	Milestone 2 Year 4	Milestone 3 Year 5	Milestone 3 Year 6
<p>Read words accurately</p> <p>This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> As they read, beginning to self-correct inaccurate reading. Read some Reception common exception words (ELG). Apply phonic knowledge and skills as the route to decode regular words and read them aloud accurately (ELC). Read and understand simple sentences (ELG). 	<ul style="list-style-type: none"> As they read, correcting inaccurate reading. Read common exception words. Apply phonic knowledge and skills as the route to decode words. Independently read age-appropriate books with confidence and fluency. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far (e.g. shout, hand, stop, dream) without needing to blend the sounds out loud first. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read books to build up fluency and confidence in word reading. Read unknown words mostly accurately by blending the sounds in words that contain the graphemes taught so far. Read some words which have been frequently encountered without overt blending and sounding. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<ul style="list-style-type: none"> As they read, correcting inaccurate reading. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Apply phonic knowledge and skills as the route to decode words. Independently read age-appropriate books with confidence and fluency. Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes. Read words containing taught GPCs common suffixes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far (e.g. shout, hand, stop, dream) without needing to blend the sounds out loud first. Read accurately words of two or more syllables that contain the same graphemes as above. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read books to build up fluency and confidence in word reading. Read unknown words mostly accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read most words quickly and accurately, without overt sounding and 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 hesitation. 	<ul style="list-style-type: none"> Read further exception words, noting the spellings. Read longer words with support and test out pronunciations. Independently read age-appropriate books with confidence and fluency (including whole short novels). 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 they meet. Decode most new words outside their spoken vocabulary. 	<ul style="list-style-type: none"> Read further exception words, noting the spellings. Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity. Independently read age-appropriate books with confidence and fluency (including whole short novels). 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 they meet. Decode most new words outside their spoken vocabulary. 	<ul style="list-style-type: none"> Read further exception words, noting the spellings. Use reading strategies to work out most unfamiliar words. Independently read age-appropriate books with confidence and fluency (including whole novels). Apply knowledge of root words, prefixes and suffixes. 	<ul style="list-style-type: none"> Read further exception words, noting the spellings. Use reading strategies to work out any unfamiliar word. Independently read age-appropriate books with confidence and fluency (including whole novels). Apply knowledge of root words, prefixes and suffixes.
<p>Understand texts</p> <p>This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none"> Describe the main events in simple stories they have read (ELG Exc) Demonstrate understanding when talking with others about what they have read (ELG). 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Infer what characters are like from actions. Predict events based on what has been read so far. Retrieve simple information from non-fiction. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that reading makes sense and self-correct. Discuss events, favourite words and phrases (and what they mean). Discuss the significance of the title and events. Discussing the sequence of events in books. Explain and discuss understanding of texts. Listen to and, with support, discuss poems, stories and non-fiction at a level beyond that at which they can read 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Infer what characters are like from actions. Predict events based on what has been read so far. Retrieve and record simple information from non-fiction. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that reading makes sense and self-correct. Discuss events, favourite words and phrases (and what they mean). Discuss the significance of the title and events. Discussing the sequence of events in books and how items of information are related. Explain and discuss understanding of texts. Listen to and discuss a wide range of texts including poems, stories and non-fiction at a level beyond that at which 	<ul style="list-style-type: none"> Draw inferences from reading. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Retrieve and record information from non-fiction, using some organisational devices such as headings and sub-headings. Recall, identify and summarise main ideas from more than one paragraph. Explain and discuss understanding of reading, maintaining focus on the topic. Listen attentively and discuss books and authors. 	<ul style="list-style-type: none"> Draw inferences from reading. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. Recall, identify and summarise main ideas from more than one paragraph. Explain and discuss understanding of reading, maintaining focus on the topic. Discuss words and phrases that capture the imagination. Listen attentively and discuss books and authors that they might not choose themselves. 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Retrieve, record and present information from non-fiction using a variety of organisational devices. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussion about books that have been read to them and they have read independently, building on their own 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Retrieve, record and present information from non-fiction using a variety of organisational devices. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language and idioms, considering the impact on the reader. Participate in discussion about books that have been read to them and they have read independently, building on their own

independently.	they can read independently.		and others' ideas and challenging views courteously.	and others' ideas and challenging views courteously.	
<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. Give simple justifications for their views about what has been read with support. Link reading to own experiences and other books. Ask and answer questions about texts. Rehearse and join in with recurring language, stories or poems (including role play). Re-tell some familiar stories that have been read and discussed with them or that they have acted out. Become very familiar with key stories, fairy stories and traditional tales. Learn to appreciate rhymes and poems and to recite some by heart. Recognising rhyming in stories and poetry. Be introduced to non-fiction books. 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. Justify their views about what has been read with support. Link reading to own experiences and other books. Ask and answer questions about texts. Join in with recurring language, stories or poems. Confidently re-tell a range of stories, fairy stories and traditional tales. Become increasingly familiar with a wider range of key stories, fairy stories and traditional tales. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Recognising simple recurring literary language in stories and poetry. Be introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> Listen to and discuss some fiction, poetry, plays, non-fiction and reference books. Justify views about books that are written at an age-appropriate interest level. Identify recurring themes and elements of different stories (e.g. good triumphing over evil). Ask questions about a text. Prepare poems to read aloud with expression and intonation. Recognise that poetry comes in different forms. Increase their familiarity with a wide range of books, including fairy stories, myths and legends and re-tell some of them orally. Re-tell a familiar story in their own words. Identify how language, structure and presentation contribute to meaning. Begin to distinguish between statements of fact and opinion. With adult support, choose and read a wider range of books including authors that they may not have previously chosen. Recommend books to peers, giving reasons for choices. Read books that are structured in different ways and read for a range of purposes. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. Justify views about books that are written at an age-appropriate interest level. Identify recurring themes in a wide range of stories. Ask questions to improve understanding of a text. Prepare poems and plays to read aloud with expression, volume, tone and intonation. Recognise some different forms of poetry (e.g. free verse, narrative poetry). Increase their familiarity with a wide range of books, including fairy stories, myths and legends and re-tell some of them orally. Summarise and present a familiar story in their own words. Identify how language, structure and presentation contribute to meaning. Begin to distinguish between statements of fact and opinion. Develop strategies to choose and read a wider range of books including authors that they may not have previously chosen. Recommend books to peers, giving reasons for choices. Read books that are structured in different ways and read for a range of purposes. 	<ul style="list-style-type: none"> Provide reasoned justifications for views about a text. Identify and discuss themes and conventions in and across a wide range of writing. Ask questions to improve understanding. 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. Learn a wide range of poetry by heart. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from a range of cultures and traditions. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Read a wide range of books and genres selected independently. Recommend books to peers, giving reasons for choices. Read books that are structured in different ways and read for a range of purposes. Use a dictionary to check the meaning of words that have been read. 	<ul style="list-style-type: none"> Provide reasoned justifications for views about a text. Identify and discuss themes and conventions in and across a wide range of writing. Ask questions to improve understanding. 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. Learn a wide range of poetry by heart. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from a range of cultures and traditions. 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. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Read a wide range of books and genres selected independently. Recommend books to peers, giving reasons for choices. Read books that are structured in different ways and read for a range of purposes. Use a dictionary to check the meaning of words that have been read.