



Our Lady of Victories Primary School

Reading Key Learning Milestones

Threshold Concept	<p style="text-align: center;">MILESTONE 1</p> <p style="text-align: center;">The expected standard for students by the end of Year 2</p>
<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> *Apply phonic knowledge and skills as the route to decode 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. *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. *Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. *Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. *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 these books to build up fluency and confidence in word reading. *Read accurately by blending the 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 the same graphemes as above. *Read words containing common suffixes. *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. *Re-read books to build up fluency and confidence in word reading.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts</p>	<ul style="list-style-type: none"> *Discuss events. *Predict events. *Link reading to own experiences and other books. *Join in with stories or poems. *Check that reading makes sense and self-correct. *Infer what characters are like from actions. *Ask and answer questions about texts. *Discuss favourite words and phrases. *Listen to and discuss a wide range of texts. *Recognise and join in with (including role-play) recurring language.

Threshold Concept	<h2 style="text-align: center; background-color: red; color: black; padding: 5px;">MILESTONE 2</h2> <p style="text-align: center; background-color: red; color: black; padding: 2px;">The expected standard for students by the end of Year 4</p>
<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> *Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). *Read further exception words, noting the spellings.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts</p>	<ul style="list-style-type: none"> *Draw inferences from reading. *Predict from details stated and implied. *Recall and summarise main ideas. *Discuss words and phrases that capture the imagination. *Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. *Prepare poems and plays to read aloud with expression, volume, tone and intonation. *Identify recurring themes and elements of different stories (e.g. good triumphing over evil). *Recognise some different forms of poetry. *Explain and discuss understanding of reading, maintaining focus on the topic. *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. *Identify main ideas drawn from more than one paragraph and summarise these. *Identify how language, structure and presentation contribute to meaning. *Ask questions to improve understanding of a text.

Threshold Concept	<h2 style="text-align: center; background-color: red; color: black; padding: 5px;">MILESTONE 3</h2> <p style="text-align: center; background-color: red; color: black; padding: 2px;">The expected standard for students by the end of Year 6</p>
<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> *Apply knowledge of root words, prefixes and suffixes. *Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching)
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none"> *Recommend books to peers, giving reasons for choices. *Identify and discuss themes and conventions in and across a wide range of writing *Make comparisons within and across books. *Learn a wide range of poetry by heart. *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. *Check that the book makes sense, discussing understanding and exploring the meaning of words in context. *Ask questions to improve understanding. *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. *Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. *Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. *Retrieve and record information from non-fiction. *Participate in discussion about books, taking turns and listening and responding to what others say. *Distinguish between statements of fact and opinion *Provide reasoned justifications for views.