



St James CE Infant and Nursery School
Reading Assessment End Points

Autumn 1 – Reading endpoints		
	Reading Endpoint	Notes
Nursery Baseline	Have a favourite book and share with an adult in the setting.	Nursery will complete the school's baseline assessment
Reception Baseline	Know pictures and RWI sounds for set 1 – taught Summer term in Nursery Recognise some initial sounds in words Begin to orally blend sounds into words	Children will also complete statutory Reception Baseline Assessment
Year 1	Read Purple Storybooks - RWI Read Set 2 sounds – RWI	
Year 2	Read Blue Storybooks with increasing fluency and comprehension – RWI	

Autumn 2		
	Reading Endpoint	Notes
Nursery	Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	
Reception	Read all Set 1 single letter sounds Blend sounds into words orally Read individual letters by saying the sounds for them – set 1	



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<p><i>Year 1</i></p>	<p>Read Pink Storybooks - RWI Read first 5 Set 3 sounds – RWI Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words containing taught GPCs and –s and –es. To link what they read and hear to their own experiences Participate in discussion about what is read to them, taking turns and listening to what others say. Discussing the significance of titles and events Discuss word meanings, linking new meaning</p>	
<p><i>Year 2</i></p>	<p>Read Grey Storybooks – RWI Apply phonic knowledge and skills to decode words Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Discuss the sequence of events in books and how items of information are related</p>	



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Spring – Reading endpoints		
	Reading Endpoint	Notes
Nursery	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes <p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p>	
Reception	<p>Blend sounds to read words made up of known letter-sound correspondences Read common exception words matched to RWI stage (Ditty and Red) Read short Ditty stories Read Set 1 Special Friends Read Red Storybooks Read 4 double consonants Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	
Year 1	<p>Read Orange Storybooks Read II Set 3 sounds - RWI</p> <p>Read Yellow Storybooks - RWI Read 17 Set 3 sounds - RWI Read words containing taught GPCs and -s, -es, -ing and -ed. Read words of more than one syllable Read words with contractions and understand that the apostrophe represents the omitted letter.</p>	
Year 2	<p>Read Grey Storybooks with fluency and comprehension - RWI</p> <p>Access RWI Comprehension and Spelling programmes Read accurately by blending sounds in words that contain graphemes taught so far and recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain graphemes taught. Read words containing common suffixes</p>	



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	<p>Discuss favourite words or phrases in a book Check that text makes sense when reading and correct any inaccuracies Become increasingly familiar with and retelling a wider range of stories Recognise simple reoccurring literary language in a story Understand book they are reading by drawing upon what they already know or on background information and vocabulary provided by the teacher Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand that non fiction books are structured in different ways.</p>	
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Summer – Reading endpoints		
Subject	Endpoint	Notes
Nursery	<p>Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	
Reception	<p>Read Green or Purple Storybooks Read first 6 Set 2 sounds Read simple phrases and sentences made up of well-known letter-sound correspondences and , where necessary, exception words matched to</p> <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
Year 1	<p>Read Green Storybooks – RWI Read 4 double consonants – RWI</p> <p>Read Blue Storybooks – RWI Read all Set 3 sounds and additional graphemes – RWI Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</p>	



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	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Reread books to build up fluency and confidence in word reading</p>	
<p>Year 2</p>	<p>Access RWI Comprehension and Spelling programmes</p> <p>Access RWI Comprehension and Spelling programmes Apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. Reread books to build up fluency and confidence in word reading. 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 Explain and discuss their understanding of books that they have heard or read themselves Understand book they are reading by making inferences on what is being said or done and by participating in discussions, taking turns and listening to what other people have said. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meaning of words, linking new meanings to known vocabulary. Predicting what has happened on the basis of what has been read so far Answering and asking questions Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that in which they read independently</p>	