

Pre-Key Stage 2 Standards – English

English Language and Reading Comprehension

Standard 1	Language Comprehension	D	S	E
	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):			
	<ul style="list-style-type: none"> indicate correctly pictures of characters and objects in response to questions such as ‘Where is (the)...?’ 			
	<ul style="list-style-type: none"> show anticipation about what is going to happen (e.g. by turning the page) 			
	<ul style="list-style-type: none"> join in with some actions or repeat some words, rhymes and phrases when prompted. 			

Standard 2	Word Reading	D	S	E
	The pupil can:			
	<ul style="list-style-type: none"> say a single sound for 10+ graphemes 			
	<ul style="list-style-type: none"> read words by blending sounds with known graphemes, with help from their teacher. 			
	Language Comprehension	D	S	E
	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):			
	<ul style="list-style-type: none"> demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’ 			
	<ul style="list-style-type: none"> join in with predictable phrases or refrains. 			

Standard 3	Word Reading	D	S	E
	The pupil can:			
	<ul style="list-style-type: none"> say a single sound for 20+ graphemes 			
	<ul style="list-style-type: none"> read accurately by blending the sounds in words with two and three known graphemes. 			
	Language Comprehension	D	S	E
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):				

	<ul style="list-style-type: none"> respond to questions that require simple recall 			
	<ul style="list-style-type: none"> recount a short sequence of events (e.g. by sequencing images or manipulating objects). 			

Standard 4	Word Reading	D	S	E
	The pupil can:			
	<ul style="list-style-type: none"> say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* 			
	<ul style="list-style-type: none"> read accurately by blending the sounds in words with up to five known graphemes 			
	<ul style="list-style-type: none"> read some common exception words* 			
	<ul style="list-style-type: none"> read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. 			
	Language Comprehension	D	S	E
	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):			
	<ul style="list-style-type: none"> talk about events in the story and link them to their own experiences 			
	<ul style="list-style-type: none"> retell some of the story. 			

Standard 5 (working towards the KS1 expected standard)	Word Reading	D	S	E
	The pupil can:			
	<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes 			
	<ul style="list-style-type: none"> read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) 			
	<ul style="list-style-type: none"> read many common exception words. 			
	In a book closely matched to the GPCs as above, the pupil can:			
	<ul style="list-style-type: none"> read aloud many words quickly and accurately without overt sounding and blending 			
	<ul style="list-style-type: none"> sound out many unfamiliar words accurately. 			
	Language Comprehension	D	S	E
	In a familiar book that is read to them, the pupil can:			

	<ul style="list-style-type: none"> answer questions in discussion with the teacher and make simple inferences. 			
Standard 6 (working at the KS1 expected standard)	Word Reading	D	S	E
	The pupil can:			
	<ul style="list-style-type: none"> read accurately most words of two or more syllables 			
	<ul style="list-style-type: none"> read most words containing common suffixes 			
	<ul style="list-style-type: none"> read most common exception words. 			
	In age-appropriate books, the pupil can:			
	<ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words 			
	<ul style="list-style-type: none"> sound out most unfamiliar words accurately, without undue hesitation. 			
	Language Comprehension	D	S	E
	In a book that they can already read fluently, the pupil can:			
	<ul style="list-style-type: none"> check it makes sense to them, correcting any inaccurate reading 			
<ul style="list-style-type: none"> answer questions and make some inferences 				
<ul style="list-style-type: none"> explain what has happened so far in what they have read. 				

D = Developing, S = Secure, E = Exceeding