



LKS2 Reading Milestones

Year 3		Year 4	
Term 1		Term 1	
Fluency Decoding Interventions Summarising Prediction Scanning and Skimming	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. children who were EXS or GDS should be able to read without undue hesitation. Use this assessment to plan for decoding intervention.	Fluency Summarising Prediction Scanning and Skimming	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. Children need to be reading fluently. Use the skill to plan decoding intervention for those children who are struggling to read unfamiliar words or words linked to the Y3/4 spelling rules.
	Use skimming to locate main ideas in the text.		Use skimming to locate main ideas in the text.
	Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.		Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report.
	Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied. [SEP]		Predict what may happen based on both what has been implied e.g. I think mum will get cross because Tom knew he shouldn't have lied.
	Use scanning to locate pieces of information e.g. from a single point of reference in the text (a paragraph, verse, poem or page).		Use scanning to locate pieces of information.
Use age-appropriate dictionaries to check the meanings of words e.g. junior dictionaries, word banks developed during English lessons.	Use age appropriate dictionaries to check the meanings of words e.g. Junior dictionaries, online dictionaries, word banks developed in English lessons.		
Term 2		Term 2	
Vocabulary Summarising Themes	Discuss their understanding of both texts they have read independently and those read to them.	Fluency Vocabulary	Discuss their understanding of both texts they have read independently and those read to them.
	Identify and discuss the meaning of words in context this needs to happen every time children read with an adult.		Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't.
	Identify the over-arching theme of a text e.g. honesty, loneliness, good [SEP] overcoming evil.		Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled,



LKS2 Reading Milestones

	Orally retell whole stories/sections of stories linked to the Y3 range e.g. children should have done this at least twice by the end of term 2.		pounding, spun, which give you an idea about how fast and exciting the acrobats are.
			Independently identify key questions to research about a topic.
			Orally retell whole stories/sections of stories linked to the Y4 range.
Term 3		Term 3	
Fluency	Identify a main topic to research, independently and through shared reading.	Fluency	Identify the author's message about the theme of a text e.g. being honest is the best way to be, it's ok to lie when you need to.
Gathering information	Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.	Gathering information	
Explaining	Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words.	Explaining	Use contents, indexes, glossaries and sub-headings to locate relevant information.
	Use contents and sub-headings to locate relevant information.		Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping.
Term 4		Term 4	
Fluency	Draw inferences about characters' thoughts and actions e.g. link this to the teaching of response (making point and giving evidence).	Inference	Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real.
Gathering information	Recite poems by heart, using intonation, tone and volume to gain the interest of the listener.		Recite poems by heart, using intonation, tone and volume to gain the interest of the listener.
Explaining	Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action.		Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play.
Term 5/6		Term 5/6	
Inference	Justify inferences with a single piece of evidence from the text to support one specific point.	Inference	Justify inferences within several pieces of evidence from the text to support one specific point.
Justification		Justifications	



LKS2 Reading Milestones

Application of all skills across a range of Y3 texts	Identify the language conventions of non-fiction in relation to the text type.	Explanations Fluency	Identify the language conventions of non-fiction in relation to the text type.
	Identify the structural conventions of non-fiction in relation to the text type.		Identify the structural conventions of non-fiction in relation to the text type
	Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'		Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork.
	Reading books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint).		Reading books that are structured in different ways and for a range of different purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books).
	Question texts to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?		Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?
	Express views and listen to the views of others.		Explain views and listen to the views of others and respond.
	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words.		Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words e.g. children should be reading a range of age-appropriate texts without undue hesitation.