

Pre Key Stage Standards English language comprehension and reading

Standard 1

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'
- show anticipation about what is going to happen (e.g. by turning the page)
- join in with some actions or repeat some words, rhymes and phrases when prompted.

Standard 2

Word reading¹

The pupil can:

- say a single sound for 10+ graphemes
- read words by blending sounds with known graphemes, with help from their teacher.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- 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?'
- join in with predictable phrases or refrains.

Standard 3

Word reading

The pupil can:

- say a single sound for 20+ graphemes
- read accurately by blending the sounds in words with two and three known graphemes.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- respond to questions that require simple recall
- recount a short sequence of events (e.g. by sequencing images or manipulating objects).

Standard 4

Word reading

The pupil can:

- say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes*
- read accurately by blending the sounds in words with up to five known graphemes
- read some common exception words*
- read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- talk about events in the story and link them to their own experiences
- retell some of the story.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.