

DFE guidance April 2019 states that local authorities may specify requirements as to effectiveness ... in deciding whether education is suitable, whilst accepting that this must be applied in relation to the individual child’s age, ability and aptitude. Children will be at different levels, some may be in advance, some at a lower level and some children may be working towards the minimum standard. Our Home Education Advisor will discuss where you think your child is and what your plans are in relation to providing a suitable education.

What children should be expected to do	Supporting interest in books and reading words	Supporting understanding of books
<p>Year 1:</p> <ul style="list-style-type: none"> • select books to be read to them • talk about their own experiences when discussing books • re-read books read to them by adults • name key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics • understand both the books they can already read accurately and fluently and those they listen to by make links between their own experiences and prior knowledge and the text • segment and blend words quickly and confidently • read all common high frequency words • read a range of simple compound words, and do not need to sound these out (e.g. ‘bedroom’, ‘football’) • use segmenting and blending, in addition to knowledge of high-frequency words, to read fluently at their level • read words with taught suffixes and contractions without confusion • read, use and understand new vocabulary • are aware when their reading does not make sense and correct themselves so that reading makes sense • make basic inferences based on what characters say and do 	<p>Ask questions:</p> <p><i>“What is your favourite story?”</i></p> <p><i>“What type of books do you enjoy?”</i></p> <p><i>“Tell me about this poem/story...”</i></p> <p><i>“Do you like reading? Why? What types of books / texts do you like to read?”</i></p> <p><i>“Where do you read? How often do you read?”</i></p> <p><i>“Can you tell me a story? Do you know any more? Do you know any other kinds of stories? Do you know any poems? What is your favourite part of...?”</i></p> <p><i>Retelling of a range of stories using puppets, props, actions, role-play</i></p>	<p>Ask questions:</p> <p><i>“Tell me how the title relates to the picture/events?”</i></p> <p><i>“What is happening? Why? Who caused this? How do you think they feel?”</i></p> <p><i>“Have you ever felt like this? Tell about a time when you had to...”</i></p> <p><i>“What do you want to find out? What do you think will happen?”</i></p> <p><i>“What do you expect will happen? Who are the good characters? Villains? Can you describe them?”</i></p> <p><i>“Why do you think this happened?”</i></p> <p><i>Ordering/sequencing stories.</i></p> <p>Children can explain and order key events:</p> <p><i>“In the beginning...”</i> <i>“After that...”</i> <i>“Finally...”</i> <i>“I felt happy because/sorry for...”</i></p> <p>Ask whether they can find phrases that predict what might happen next</p> <p>Use key language in retelling the story or in role-playing</p> <p>Check understanding by asking:</p>

<ul style="list-style-type: none"> • use their knowledge of what has been read so far to predict what might happen next • can talk about titles of books and their significance, key events in the story using simple story language • can explain clearly their understanding of what is read to them • can retell events in order, and give some reasons as to how characters are feeling 	<p>Help children read unfamiliar words by asking: <i>“What can you do to help yourself? What reading strategy can you use?”</i></p> <p><i>“Sound out the syllables. Blend the sounds”</i></p>	<p><i>“Does this book remind you of anything? Another book / story? Something that happened to you? A place? Have you ever...?”</i> <i>Draw a story map/ story board. Write a news report describing the events from the text.</i> <i>Draw the main change that happened to the character / setting.</i></p> <p><i>“What were the main events in the story?”</i> <i>“Which part of the book do you remember most vividly? Why do you think that is?”</i></p>
<p>Year 2:</p> <ul style="list-style-type: none"> • choose their own reading materials and maintain interest on them, choosing a variety of texts • listen attentively during longer story times • re-read familiar books and others by the same author • retell a range of stories including key events and detail • can locate information in different non-fiction books at a Year 2 level • understand both the books they can already read accurately and fluently and those they listen to • can make links between their own experiences and prior knowledge and the text • are able to read, use and understand new vocabulary given by the teacher • are aware when their reading does not make sense and will use a range of strategies to gain sense (decoding -phonics, picture cues, re reading, meaning) • make inferences based on what characters say and do • ask questions about the events and characters in these books to other pupils • use their knowledge of what has been read so far to make predictions of what might happen next / later • can order events in a story (using sentences and paragraphs) • use words to sequence time when talking about events (for example: first, next, then, later, after) 	<p><i>“Read to the end of the line. Look at the picture. Which word would make sense here?”</i></p> <p><i>“Do you like reading? Why? What types of books / texts do you like to read?”</i> <i>“Where do you read? How often do you read?”</i> <i>“What authors do you like? Who is your favourite author? What is your favourite poem?”</i> <i>“Can you tell me a story? Do you know any more? Do you know any other kinds of stories? Do you know any poems? What is your favourite part of...?”</i></p> <p><i>“What do you usually see in non-fiction books? Can you find where it tells us about...?”</i></p>	<p><i>“Were there any surprises in the book? Did anything puzzle you? How would you rate the book? Would you recommend the book? What age group do you think it is good for?”</i></p> <p><i>“What happened in the story?” “What happened before...? After...? How did the character change?”</i></p> <p><i>“Are there any words or phrased that the writer has used to show the sequence / order of events?”</i></p> <p><i>Sequence a jumbled up story / text / poem. Use clues and understanding of text type / key words to support</i></p> <p><i>“Why do you think the author put that bit first?” “Why do you think the author started the story this way? Why do you think they have...?”</i></p> <p><i>“How long did the story take to happen? Where did the story happen? Which character interested you most? Why?”</i></p> <p><i>“Who was telling the story? Can you talk about the link between the story and the illustrations?”</i></p> <p>Check that reading makes sense: <i>Ask pupils to substitute some other words or phrases that would make sense at certain points.</i></p> <p><i>“What new words / phrases have you come across in this book?”</i> <i>“What do they mean? Can you use them in a sentence?”</i> <i>“What other words mean the same?”</i> <i>“Does that make sense?”</i></p>

<ul style="list-style-type: none"> • can explain why information is in certain paragraphs (for example; because it is talking about what it looks like, eats or where it lives) in non-fiction texts • can recognise when words or phrases are repeated in texts and when they are similar between different texts, beginning to think about why authors do this • can talk about their favourite words or phrases from books, and say why they like them • can explain and discuss their understanding of age-appropriate books, poems and non-fiction texts that they have read themselves or have listened to. 		<p>Check inference :</p> <ul style="list-style-type: none"> • write a thought bubble for a character when they are not speaking. • write a diary entry about a characters feelings <p><i>“How does ...feel? Why do you think that? Why do you think ...said that? Why do you think... did that? What could...be thinking?”</i></p> <p><i>“What do you think...? Who...? Where...? Why did...? What do we know about...? Why does the writer...? How did...?”</i></p> <p><i>“What questions come into your mind when you read this? Can you think of a question to ask the group about the character / setting etc.”</i></p>
<p>Year 3:</p> <ul style="list-style-type: none"> • select books from a wider range and are able to re-tell a familiar story orally with limited adult support • read books structured in different ways independently • recognise a greater range of poetry to include free verse and other forms • able to read books at an appropriate level, with accuracy, fluency and understanding • question themselves to increase their understanding of a text at the appropriate level • link inference to “what is hinted” and discuss with support • predict what might happen from details stated in the text • identify the main ideas in a text and can summarise them in the correct order • able to use contents pages and indexes to locate information quickly and accurately • use a dictionary to check the meaning of unknown words • identify the simple structural features of a text and can identify how the language used e.g. to describe a character, adds to the overall meaning. • identify the words and phrases that engage the reader 	<p><i>“What are your favourite types of books ? Why?” “What authors do you like and why?”</i></p> <p><i>“Do you have a favourite poem? What type of poem is it?”</i></p> <p><i>“Have you come across any new words in the story? What do they mean?”</i></p> <p><i>“How did you find out?”</i></p>	<p><i>Highlight recurring language in fairy tales. Talk about how they are similar. Find examples of repetition within texts.</i></p> <p>More inference:</p> <p><i>“How do you think (a character) feels?”</i></p> <p><i>“Why do you think that?”</i></p> <p><i>“Which part of the story gives you a clue?”</i></p> <p><i>“Which words suggest that to you?”</i></p> <p>Make predictions:</p> <p><i>“What do you think might happen next? Later in the story?”</i></p> <p><i>“Why do you think that?”</i></p> <p><i>“Can you find the part that tells me?”</i></p> <p><i>“How did you find the information? Is there another way of finding it?”</i></p> <p>Connect understanding:</p> <p><i>“What is similar about the books?”</i></p> <p><i>“How do they differ?”</i></p> <p><i>“Are the openings the same or different?”</i></p> <p><i>“Are the descriptions of the characters the same or how are they different?”</i></p> <p><i>How would you rate the book ? What did you like / dislike about the book?”</i></p> <p><i>“Was there anything that puzzled you ?”</i></p> <p><i>“Would you recommend it to other readers?”</i></p> <p><i>“Do you know of other books by the same author?”</i></p> <p>Talking about choices of words in stories:</p>

<p>Year 4:</p> <ul style="list-style-type: none"> • read more demanding texts silently and with sustained concentration • discuss favourite books and authors • select and read for a range of purposes – for pleasure and to elicit information • re-tell stories in the correct sequence from an increasing range of stories, including myths and legends • recognise and name an increasing range of poetry with confidence • read books with accuracy, fluency and understanding • can ask themselves questions of an age-appropriate text when reading independently • draw inferences based on a single point of reference in a text: (how a character may feel/think from their actions) and support their ideas with evidence from the text • make sensible predictions about what is likely to happen in stories they read and can predict how characters might behave • identify and summarise the main points in a story in the correct order and can retell it • are clear about the information they are searching for and can identify the means to locate it • secure in use of search engines (ICT) • use a dictionary to check the meaning of unknown words independently. • understand narrative order and chronology in stories as they develop e.g. (problem– resolution narratives) • identify expressive, descriptive and figurative language in prose and poetry • explain the purpose of presentational devices • can identify expressive, descriptive and figurative language and link it to character or setting 	<p><i>“Where do you like to read? Is there somewhere like this for you to read at home?”</i></p> <p><i>“What made you choose this book?”</i></p> <p><i>“What type of books do you like to read?”</i></p> <p><i>“Who is your favourite author and what is it about his/her books that you like so much?”</i></p> <p><i>“Have you recommended a book to someone? What books have you read based on the recommendations of others?”</i></p>	<p><i>“What about the language used e.g the use of adjectives to describe the characters.”</i></p> <p><i>“How does the use of language e.g.... make you feel?”</i></p> <p><i>“Why do you think the author chose them?”</i></p> <p>Ask questions to check their understanding of inference and prediction:</p> <p><i>“What do you think will happen next?”</i></p> <p><i>“What makes you think that?”</i></p> <p><i>“What words make you think that? Why?”</i></p> <p><i>“If you were going to interview this character, what 2 questions would you ask and why?”</i></p> <p><i>“At the end of the book/chapter/page... the main character is feeling.... Does this surprise you? Why?”</i></p> <p><i>“Which character would you most like to meet and why?”</i></p> <p>Use a range of strategies e.g boxing up/story boarding/sequencing cards to ensure that pupils can identify the main points of a story or non-fiction text:</p> <p><i>“Where does the story take place?”</i></p> <p><i>“What happens in the first part of the story?”</i></p> <p><i>“Read the part that tells me...”.</i></p> <p><i>“Where can we find information about...?”</i></p> <p><i>“Which stories have openings like this?”</i></p> <p><i>“How is this story similar to ...?”</i></p> <p><i>“Can you think of another story where the main character...(has issues with their family)?</i></p> <p><i>“These texts try to make you care about....which was the most effective?</i></p> <p><i>Why?</i></p> <p><i>“What do these words mean and why did the author choose them?</i></p> <p><i>“Look at the verbs/adjectives/ etc... what do these words tell us about...?”</i></p> <p><i>Use boxing up/trace the page to identify layout and presentation features of a non fiction text. Discuss use and purpose of title/ heading/ subheading/ paragraph/ photograph/caption/weblink/colours/font etc/</i></p> <p><i>“Do you want to read the rest of the text? How does the author make you want to do that?”</i></p> <p><i>“Which part of the story best describes the setting? Which words do this?”</i></p>
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<p>Year 5:</p> <ul style="list-style-type: none"> • are prepared to widen reading choices based on the recommendations of others, willing to attempt more challenging texts, both fiction and non-fiction • are familiar with an increasingly wide range of books at the appropriate level, can differentiate between them and can identify some of the genres • select own reading material according to interest, purpose and level of difficulty, showing a greater knowledge of reading for different purposes and this is reflected in their choices • share their opinions of books that they have read independently and can give reasons for their likes and dislikes • independently compare presentation of common themes across different genres • read books with accuracy, fluency and understanding, can monitor for meaning and can self-correct • respond in increasing detail when answering questions • refer to the text to support predictions, justifying their ideas using the text to support their answers • retell a story, focusing on the main points whilst identifying key details which contribute to the overall theme • draw inferences based on evidence from various points in a text e.g. interpreting a characters motives from actions at different points in a narrative • locate information confidently and efficiently by using appropriate searching skills (skimming, scanning, text-marking, ICT search engines) • record and present information in a form that is understandable to themselves and others • distinguish between fact and fiction and can identify opinion in a text (at the appropriate level of difficulty) • identify language features, including figurative language 	<p><i>“You have read a number of books by this author. What is it that appeals to you and what would you say to a friend to recommend this author to her/him?”</i></p> <p><i>“Can you talk about 2 books by the same author(or same genre) and share their similarities and differences?”</i></p>	<p>Understanding meaning and techniques in texts: <i>Ask pupils to highlight key vocabulary used to describe plot development in two different texts.</i> <i>Provide discussion opportunities around the effectiveness of the language in each text.</i></p> <p><i>Explore how film-makers use various techniques (music, camera angles, lighting etc.) to add to the suspense.</i> <i>“How does this part of the story (e.g. the build-up) fit into the overall structure of the story?”</i> <i>“What do you notice about the length of sentences in that paragraph and how does that add to the tension?”</i></p> <p><i>In discussion, children provide evidence of their knowledge and understanding of various types of figurative language and can discern the differences.</i> <i>“Can you explain the metaphor the author has used?”</i> <i>“How has the choice of words created a feeling of there?”</i></p> <p><i>Ask children to highlight common themes which have emerged from their wider reading as recorded in their reading journals. Follow this with discussion of the conventions specific to the different text types.</i> <i>“How were the purposes of the texts different (use two different texts e.g. a report and a persuasive text)?”</i> <i>“How does the language differ?”</i></p> <p><i>“How does this part of the story (e.g. the build-up) fit into the overall structure of the story?”</i> <i>“What do you notice about the length of sentences in that paragraph and how does that add to the tension?”</i> <i>“Can you explain the metaphor the author has used?”</i> <i>“How has the choice of words created a feeling of there?”</i></p> <p><i>Ask children to highlight common themes which have emerged from their wider reading. Follow this with discussion of the conventions specific to the different text types.</i></p> <p><i>“How were the purposes of the texts different (use two different texts e.g. a report and a persuasive text)?”</i> <i>“How does the language differ?”</i></p>
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<ul style="list-style-type: none"> • have an increasing knowledge of different types of figurative language e.g. simile, metaphor, alliteration, onomatopoeia and the impact each can have on the reader • identify and discuss themes e.g. they understand how suspense is built up in a story including the development of the plot and how style and vocabulary contribute to the suspense • identify the language, structural and presentational features of different genres e.g. adventures, myths, legends, science fiction • identify the different text types and the specific features of non-fiction texts 		<p><i>The illustrations suggest that this story is set in the past. Are there any indications in the first few paragraphs in terms of the language used that confirms this?</i></p> <p><i>“What is it that appeals to you in this poem?”</i></p> <p>Check understanding of the writer’s intention: <i>“How does this part of the story (e.g. the build-up) fit into the overall structure of the story?”</i> <i>“What do you notice about the length of sentences in that paragraph and how does that add to the tension?”</i></p> <p><i>In discussion, children provide evidence of their knowledge and understanding of various types of figurative language and can discern the differences.</i></p> <p><i>“Can you explain the metaphor the author has used?”</i> <i>“How has the choice of words created a feeling of there?”</i></p> <p><i>Ask children to highlight common themes which have emerged from their wider reading and follow this with discussion of the conventions specific to the different text types.</i> <i>“How were the purposes of the texts different (use two different texts e.g. a report and a persuasive text)?”</i> <i>“How does the language differ?”</i></p> <p><i>“Can you explain the metaphor the author has used?”</i> <i>“How has the choice of words created a feeling of there?”</i></p> <p><i>“The illustrations suggest that this story is set in the past. Are there any indications in the first few paragraphs in terms of the language used that confirms this?”</i></p>
<p>Year 6:</p> <ul style="list-style-type: none"> • are self-motivated to read a range of texts for pleasure, express strong preferences for specific types of texts and authors and can justify opinions • expanding their base of familiar books and authors and are beginning to read new genres and types of writing • beginning to read a range of books that are structured in new and often unconventional ways, they are beginning to understand that this can link to the social purpose of the text, ie to persuade, to inform, to entertain • enjoy discussing books they have enjoyed with their peers and read books recommended to them • synthesise information from different points in the text and, with support, begin to bring in comparison to other texts • read books with accuracy, fluency and understanding • are beginning to pose and respond to questions with reference to significant events, characters and plots to improve their understanding • synthesise information from different points in the text to support their prediction • summarise a longer text effectively and can differentiate between the main points and supporting detail 	<p><i>“You have read a number of books by this author. What is it that appeals to you and what would you say to a friend to recommend this author to her/him?”</i></p> <p><i>“Can you talk about 2 books by the same author(or same genre) and share their similarities and differences?”</i></p>	

<ul style="list-style-type: none"> • comment on stories using evidence from the text, identify different layers of meaning, with some attempt at detailed exploration of them • can appraise a text quickly and effectively and evaluate its use for a specific purpose using the skills of skimming, scanning and efficient reading (both on IT and on paper-based texts) so that research is fast and effective. • confidently distinguish between fact and fiction in a range of texts and can identify the viewpoint and offer some explanation • identify and describe common themes in literature and can discuss the conventions used in terms of language features and style of individual writers and poets • comment critically on the overall impact of poetry and prose with specific reference to the language used by the author • 		
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How to support young children:

- Read stories, pausing to notice the opening, the climax and the ending.
- Notice what makes stories interesting.
- Provide stimulus for ideas (puppets, toys, dress up).
- Talk about story lines.
- Cutting out and rearranging sentences, word banks with pictures.
- Saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Supporting older children in primary school:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Grouping ideas
- Naming the topic of each group or give each group a title
- Using the name/title to create a sentence describing the topic

Example minimum expectations

Camden in line with [DFE guidance](#) has set some example minimum expectations for education in Maths and English for each Key stage – See Section 2.10 in parents guidance and 9.4 to 9.6 in LA guidance. **There is no requirement for you to follow these examples**

These are indications for parents and our advisor to get a better understanding of the education your child is receiving. We recognise that children will be on journey in their education some child will be at expected level, some will be in advance of their key stage indicator, some may be working towards the indicator or some children due to their education needs maybe below the indicator. You may find that children can do some elements of the different indicators as well.

Knowing where your child is can be helpful for you in setting work for them, ensuring it is appropriate for them but can also help you know where they could be “stretched” or work needs to be reviewed. It will also enable our home education advisor to offer a tailored set of advice for each child and make suggestions for parents so they can help support their child reach the minimum expectations where appropriate.

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