



## Reading Objectives – Year 1

### Word Reading

Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Re-read these books to build up their fluency and confidence in word reading

### Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences

Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases

Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart

Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher

Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading

Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events

Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done

Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them



## Reading Objectives – Year 2

### Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more syllables that contain the same graphemes as above

Read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

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

Re-read these books to build up their fluency and confidence in word reading

### Comprehension

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 at which they can read independently

Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related

Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways

Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry

Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing their favourite words and phrases

Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher

Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading

Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done

Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions

Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far

Participate in discussion 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

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



## Reading Objectives – Year 3

### Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Comprehension

Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes

Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read

Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books

Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination

Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text

Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied

Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these

Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



## Reading Objectives – Year 4

### Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Comprehension

Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes

Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read

Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books

Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination

Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text

Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied

Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these

Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



## Reading Objectives – Year 5

### Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

### Comprehension

Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes

Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices

Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing

Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books

Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart

Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Understand what they read by: asking questions to improve their understanding

Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what they read by: predicting what might happen from details stated and implied

Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Understand what they read by: identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views



## Reading Objectives – Year 6

### Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

### Comprehension

Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes

Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices

Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing

Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books

Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart

Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Understand what they read by: asking questions to improve their understanding

Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what they read by: predicting what might happen from details stated and implied

Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Understand what they read by: identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views