

English Reading objectives

| Reading Skills Overview | | | | | | | |
|-------------------------|--|---|--|--|---|---|---|
| Aspects | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Word Reading | <p>Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>Children will be taught to read individual letters by saying the sounds for them. Children will be taught to read some letter groups that each represent one sound and say sounds for them.</p> | <p>Apply phonic knowledge and skills as the route to decode words</p> | <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> | <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p> | <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, ation-, -ous; (English Appendix 1)</p> | <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p> | <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> |

English Reading objectives

| | | | | | | | |
|--|--|---|--|---|---|--|--|
| | <p>Read words consistent with their phonic knowledge by sound blending. <i>Children will be taught to blend sounds into words.</i></p> | <p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> | <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> | <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p> | <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p> | | |
| | <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some</p> | <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where</p> | <p>Recognise alternative sounds for graphemes</p> | | | | |

English Reading objectives

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | <p>common exception words. Children will be taught to read a few common exception words matched to the school's phonic programme. Children will be taught to read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words. Children will be taught to re-read books to build up confidence in word reading, fluency and</p> | <p>applicable, alternative sounds for graphemes</p> | | | | | |
|--|--|---|--|--|--|--|--|

English Reading objectives

| | | | | | | | |
|--|------------------------------|--|---|--|--|--|--|
| | enjoyment and understanding. | | | | | | |
| | | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | Read accurately words of two or more syllables that contain graphemes taught so far | | | | |

English Reading objectives

| | | | | | | | |
|--|--|---|---|--|--|--|--|
| | | Read many common exception words from (English appendix 1) | Read words containing common suffixes | | | | |
| | | Read words containing taught GPCs and -s, -es, ing, -ed, -er and est endings | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | | | |
| | | Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending | Read words in ageappropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding | | | | |

English Reading objectives

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | Read other words of more than one syllable that contain taught GPCs | Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation | | | | |
|--|--|---|--|--|--|--|--|

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) | Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading | | | | |
| | | Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing | | | | | |

English Reading objectives

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | words from pictures or the context of the sentence, to work out words | | | | | |
| | | Re-read phonically decodable books to build up fluency and confidence in word reading | | | | | |

English Reading objectives

| | | | | | | | |
|---------------|---|--|--|--|---|---|---|
| Comprehension | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <i>Children will be taught to use new vocabulary in different contexts.</i> | Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which he/she can read independently | 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 nonfiction at a level beyond that at which he/she can read independently | Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and nonfiction | Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks | Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes |
| | Anticipate (where appropriate) key events in stories. | Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link | 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 | Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways | Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes | Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and | Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions |

English Reading objectives

| | | | | | | |
|--|--|--|---|--|---|--|
| | them to his/her own experiences | | | | books from other cultures and traditions | |
| Use and understand recently introduced vocabulary during discussions about stories, non-fiction, | Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group) | Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories | Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, | Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read | Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices | Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing |

| | | | | | | | |
|--|--|--|-----------------------|---------------------------------|--|--|--|
| | rhymes and poems and during role-play, | | and traditional tales | and retell some of these orally | | | |
|--|--|--|-----------------------|---------------------------------|--|--|--|

English Reading objectives

| | | | | | | |
|---|--|--|---|---|---|---|
| Recount stories with peers and their teacher. <i>Children will be taught to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i> | Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases | Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry | Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books | Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally | Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing | Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books |
| Perform stories with others. | 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 discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts | Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination | Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book | Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart |

English Reading objectives

| | | | | | | | |
|--|---|---|--|---|--|---|---|
| | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</p> <p><i>Children will be taught to engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases</p> | <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</p> | <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</p> | <p>Maintain positive attitudes to reading and understanding of what he/she reads 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</p> | <p>Read age-appropriate books, including whole novels, with confidence and fluency</p> |
| | <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction,</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p> | <p>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</p> | <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</p> | <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books</p> | <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</p> | <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> |

English Reading objectives

| | | | | | | | |
|--|--|---|---|---|--|--|--|
| | rhymes and poems when appropriate. | | appropriate intonation to make the meaning clear | | | | |
| | Make comments about what they have heard and ask questions to clarify understanding. | Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on | Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on | Understand what he/she reads independently by asking questions to improve his/her understanding of a text | Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in | Understand what he/she reads by asking questions to improve his/her understanding of complex texts | Understand what he/she reads by identifying how language, structure and presentation contribute to meaning |

| | | | | | | | |
|--|--|---|---|--|---------|--|--|
| | | background information and vocabulary provided by the teacher | background information and vocabulary provided by the teacher | | context | | |
|--|--|---|---|--|---------|--|--|

English Reading objectives

| | | | | | | |
|--|---|--|---|---|---|---|
| | Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading | Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading | Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity | Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| | Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events | Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done | Understand what he/she reads independently by predicting what might happen from details stated | Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text | Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied | Participate in discussions about books that are read to him/her and those that can be read for himself/herself building on his/her own and others' ideas and challenging views courteously and with clear reasoning |

English Reading objectives

| | | | | | | | |
|--|--|---|---|--|--|--|---|
| | | Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and | Make inferences on the basis of what is said and done in a book he/she is reading independently | Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these | Understand what he/she reads independently by predicting what might happen from details stated and implied | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary |
|--|--|---|---|--|--|--|---|

| | | | | | | | |
|--|--|---|---|---|---|--|---|
| | | done | | | | | |
| | | Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far | Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making links | Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech | Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these | Distinguish between statements of fact and opinion | Provide reasoned justifications for his/her views |

English Reading objectives

| | | | | | | | |
|--|--|--|---|---|---|--|--|
| | | Participate in discussion about what is read to him/her, taking turns and listening to what others say | Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far | Retrieve and record information from nonfiction | Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials | Retrieve, record and present information from non-fiction | |
| | | Explain clearly his/her understanding of what is read to him/her | Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself taking turns and listening to what others say | Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself taking turns and listening to what others say | Retrieve and record information from nonfiction over a wide range of subjects | Participate in discussions about books that are read to him/her and those that can be read for himself/herself building on his/her own and others' ideas and challenging views courteously | |

English Reading objectives

| | | | | | | | |
|--|--|--|---|--|---|--|--|
| | | Answer questions in discussion with the teacher and make simple inferences | Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself | | Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself taking turns and listening to what others say | | |
| | | | Explain what has happened so far in what he/she has read | | | | |