

National Curriculum Objectives Document - READING - Years 1-6

Skill	Year 1	Year 2	Year 3/Year 4	Year 5/ Year 6
Word Reading	<ul style="list-style-type: none"> . Apply phonics knowledge and skills as the route to decode words . Respond speedily with the correct sound to graphemes (letters and 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 CEW, noting unusual correspondences between spelling and sound and where these occur in the word . Read words containing taught GPCs and -s, -ing, -ed, -er and -est endings . Read other words of more than one syllable that contain taught GPCs . Read words with contractions (e.g. I'll, I'm, we'll) . 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 books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> . 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 sounds in words that contain the graphemes taught . Recognise alternative sounds for graphemes . Read accurately words of two or more syllables . Read words containing common suffixes . Read further CEWs, 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 . Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation . Re-read books to build fluency and confidence in word reading 	<ul style="list-style-type: none"> . Apply their growing knowledge of root words, prefixes and suffixes 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 	<ul style="list-style-type: none"> . 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	<ul style="list-style-type: none"> . Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently . Being encouraged to link what they read or hear to their own experiences . Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics . Recognise and join in with predictable phrases . Learning to appreciate rhymes and poems, and to recite some by heart . Discussing word meanings . Drawing on what they know or on background information and vocabulary provided by the teacher . Checking that the text makes sense to them as they read or correct inaccurate reading . Discuss the significance of the title and events . Make inferences based on what is being said and done . Predicting what might happen . Participate in discussion about what is read to them, taking turns to listen to what others say . Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> . Listen to, discuss and express 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 . Discuss the sequence of events in books . Become increasingly familiar with an retelling a wider range of stories, fairy stories and traditional tales . Being introduced to non-fiction books that are structured in different ways . Recognise simple recurring literary language in stories and poetry . Discuss and clarify the meaning of words, linking new meanings to known vocabulary . Discuss their favourite words and phrases . Continue to build up a repertoire of poems learned by heart, appreciating and reciting some, with appropriate intonation . Drawing on what they know. . Checking that the text makes sense to them as they read . Make inferences/predictions . Answering and asking questions . Participate in discussion/explain their understanding of books, poems and other material that they read 	<ul style="list-style-type: none"> . Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . Read books that are structured in different ways and read for a range of purposes . Use dictionaries to check the meaning of words that they have read . Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally . Identify themes and conventions in a wide range of books . Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action . Discuss words and phrases that capture the reader's interest and imagination . Recognise some different forms of poetry (e.g. free verse, narrative) . Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context . Ask questions to improve their understanding of a text . Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . Predict what might happen . Identify main ideas drawn from paragraphs and summarise these . Identify how language, structure and presentation contribute to meaning . Retrieve and record information from non-fiction . Participate in discussion about books that are read to them and those they can read themselves, taking turns and listening to others 	<ul style="list-style-type: none"> . Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . Reading books that are structured in different ways and reading for a range of purposes . Increase 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 . Recommend books that they have read to their peers, giving reasons for their choices . Identify and discuss themes and conventions in and across a wide range of writing . Making comparisons within and across books . Learn a wider range of poetry by heart . Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience . Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context . Ask questions to improve their understanding . Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . Predict what might happen from details stated and implied . Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas . Identify 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 justification for their views

