

## Key Objectives: Reading

### Year 1

Objective	Child Speak Target
Quickly read letters or groups of letters for all 40+ phonemes, including alternative sounds for groups of letters.	<i>I quickly read my given letters or groups of letters.</i>
Read accurately by blending sounds in unfamiliar words together.	<i>I read new words by blending sounds together.</i>
Accurately read words that are unusual.	<i>I can read some unusual words.</i>
Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of texts including poems, stories and non-fiction.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>
Understand books they read and listen to by checking that the text makes sense as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>
Understand books they read and listen to by making inferences about what is being said and done.	<i>I can tell you about why a character does or says some things.</i>
Understand books they read and listen to by predicting what might happen.	<i>I like to predict what happens next based on what I have read so far.</i>
Begin to use expression and intonation when reading aloud.	<i>I can begin to use my voice in an interesting way when I read.</i>
Answer simple questions using words from the text.	<i>I can answer questions using words from the text.</i>

## Year 2

Objective	Child Speak Target
Read accurately words of two or more syllables that contain graphemes taught so far.	<i>I can read words with two or three syllables.</i>
Read words containing common suffixes.	<i>I can read words with common word endings such as –ing and –ed.</i>
Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the sound.	<i>I can read a range of unusual words from our word list.</i>
Read most frequently used words quickly and accurately, without overt sounding and blending.	<i>I can read most words quickly and accurately.</i>
Read aloud books at their level sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before I can sound it out without help from an adult.</i>
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how information is related.	<i>When I read I can talk about things in the order in which they happen and if they are connected.</i>
Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to no-fiction books that are structured in different ways.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>
Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>
Understand books they read and listen to by checking that the text makes sense as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>
Understand books they read and listen to by making inferences about what is being said and done.	<i>I can tell you about why a character does or says some things.</i>
Understand books they read and listen to by predicting what might happen.	<i>I like to predict what happens next based on what I have read so far.</i>
Understand books they read and books they listen to by answering and asking questions.	<i>I can ask and answer questions about what I have read.</i>

## Year 3

Objective	Child Speak Target
<b>Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word.</b>	<i>I am aware that some words sound different from how they are spelt.</i>
<b>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</b>	<i>I have understood a range of texts I have read.</i>
<b>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words they have read.</b>	<i>I know how to use a dictionary and can use it to check the meaning of words.</i>
<b>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</b>	<i>I can discuss words and phrases that interest me.</i>
<b>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</b>	<i>I know a character does certain things because of how the character is feeling or what has happened to them in the story.</i>
<b>Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied (based on content, simple themes or text types).</b>	<i>I can predict events in stories from what has happened up to now.</i>
<b>Retrieve and record simple information from non-fiction.</b>	<i>I can use non-fiction books to find information.</i>

## Year 4

Objective	Child Speak Target
<b>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.</b>	<i>I can use my knowledge of a range of different words to help me with reading aloud and understanding the meaning of new words.</i>
<b>Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word.</b>	<i>I am aware that some words sound different from how they are spelt.</i>
<b>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</b>	<i>I have understood a range of texts I have read.</i>
<b>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words they have read.</b>	<i>I know how to use a dictionary and can use it to check the meaning of words.</i>
<b>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</b>	<i>I can discuss words and phrases that interest me.</i>
<b>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 the words in context.</b>	<i>I check what I have read to ensure it makes sense.</i>
<b>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</b>	<i>I know a character does certain things because of how the character is feeling or what has happened to them in the story.</i>
<b>Understand what they read, in books they can read independently, by identifying the main ideas drawn from more than one paragraph and summarising these.</b>	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>
<b>Retrieve and record simple information from non-fiction.</b>	<i>I can use non-fiction books to find information.</i>

## Year 5

Objective	Child Speak Target
<b>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.</b>	<i>I use some of the words and word parts that I understand already to think about what new words mean and sound like.</i>
<b>Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</b>	<i>I am becoming familiar with a range of books.</i>
<b>Understand what they read by checking that a text makes sense to them, discussing what their understanding and exploring the meaning of the words in context.</b>	<i>I check my understanding of a text through discussion and exploring the meaning of words.</i>
<b>Understand what they read by beginning to ask questions to improve their understanding.</b>	<i>I can ask questions about what I have read.</i>
<b>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</b>	<i>I can see that characters do the things they do because of their feelings.</i>
<b>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph identifying key details that support the main ideas.</b>	<i>I am able to make simple summaries of a given number of paragraphs I have read.</i>
<b>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b>	<i>I know authors use words or phrases which will have impact on a reader.</i>
<b>Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.</b>	<i>I can debate topics I have read about.</i>
<b>Beginning to provide reasoned justifications for their views.</b>	<i>I am able to explain my views.</i>

## Year 6

Objective	Child Speak Target
<b>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.</b>	<i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i>
<b>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.</b>	<i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i>
<b>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.</b>	<i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i>
<b>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.</b>	<i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i>
<b>Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.</b>	<i>I can make comparisons within and across books I have read.</i>
<b>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.</b>	<i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i>
<b>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</b>	<i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i>
<b>Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b>	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>

<b>Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].</b>	<i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i>
<b>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</b>	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i>
<b>Understand what they read by identifying how language, structure and presentation contribute to meaning.</b>	<i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i>
<b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b>	<i>I know authors use particular language which will have impact on me, the reader.</i>
<b>Retrieve, record and present information from non-fiction.</b>	<i>I can retrieve, record and present information from non-fiction.</i>
<b>Provide reasoned justifications for their views.</b>	<i>I am able to justify my views.</i>