**Primary Curriculum 2014**

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**Suggested Key Objectives**

**for Reading**

**at Key Stages 1 and 2**

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**Year 1 Reading Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | Speedily read all 40+ letters/groups for 40+ phonemes |
|  | Read accurately by blending taught GPC |
|  | Read common exception words |
|  | Read common suffixes (-s, -es, -ing, -ed, etc.) |
|  | Read multi-syllable words containing taught GPCs |
|  | Read contractions and understanding use of apostrophe |
|  | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics |
|  | Recognising and joining in with predictable phrases |
|  | Learning to appreciate rhymes and poems, and to recite some by heart |
|  | Drawing on what they already know or on background information and vocabulary provided by the teacher |
|  | Checking that the text makes sense to them as they read and correcting inaccurate reading |
|  | Discussing the significance of the title and events |
|  | Making inferences on the basis of what is being said and done |
|  | Predicting what might happen on the basis of what has been read so far |
|  | Explain clearly their understanding of what is read to them |

**Year 1 Reading Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Speedily read all basic phoneme/graphemes |
|  | Read accurately by blending known GPCs |
|  | Read common exception words |
|  | Read common suffixes |
|  | Read multi-syllable words containing known GPCs |
|  | Read contractions and understand use of apostrophe |
|  | Retell familiar stories and traditional tales |
|  | Recognise and join in with predictable phrases |
|  | Recite some poetry by heart |
|  | Understand texts based on prior knowledge or provided information |
|  | Correct inaccurate reading by check for sense |
|  | Discuss the significance of title and events |
|  | Make inferences on the basis of what is said and done |
|  | Make predictions based on reading so far |
|  | Explain clearly understanding of what is read to them |

**Year 2 Reading Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | Secure phonic decoding until reading is fluent |
|  | Read accurately by blending, including alternative sounds for graphemes |
|  | Read multi-syllable words containing these graphemes |
|  | Read common suffixes |
|  | Read exception words, noting unusual correspondences |
|  | Read most words quickly & accurately without overt sounding and blending |
|  | 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 |
|  | Recognising simple recurring literary language in stories and poetry |
|  | Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear |
|  | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary |
|  | Discussing the sequence of events in books and how items of information are related |
|  | Making inferences on the basis of what is being said and done |
|  | Answering and asking questions |
|  | Predicting what might happen on the basis of what has been read so far |
|  | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |

**Year 2 Reading Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Read fluently using decoding skill |
|  | Read accurately by blending, including alternative sounds for graphemes |
|  | Read multisyllable words containing known graphemes |
|  | Read common suffixes |
|  | Read exception words |
|  | Read most words quickly and accurately without overt sounding and blending |
|  | Discuss and express views on a wide range of poetry, stories and non-fiction |
|  | Recognise simple recurring literary language in stories and poetry |
|  | Perform poetry learnt by heart with appropriate intonation |
|  | Discuss and clarify the meanings of words |
|  | Discuss the sequence of events in books |
|  | Make inferences on the basis of what is being said and done |
|  | Ask and answer questions about a text |
|  | Predict what might happen based on reading so far |
|  | Explain and discuss understanding of a range of reading |

**Year 3-4 Reading Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | Apply their growing knowledge of root words, prefixes and suffixes to read aloud |
|  | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
|  | Retelling some of these (fairy tales, traditional tales, etc.) orally |
|  | Identifying themes and conventions in a wide range of books |
|  | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action |
|  | Recognising some different forms of poetry |
|  | Using dictionaries to check the meaning of words that they have read |
|  | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |
|  | Identifying main ideas drawn from more than one paragraph and summarising these |
|  | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions |
|  | Justify inferences with evidence |
|  | Discussing words and phrases that capture the reader’s interest and imagination |
|  | Identifying how language contributes to meaning |
|  | Identifying how structure and presentation contribute to meaning |
|  | Retrieve and record information from non-fiction |

**Year 3-4 Reading Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Read aloud and understand words based on knowledge of root words, prefixes and suffixes |
|  | Read further exception words, including those with unusual spelling/sound links |
|  | Retell some fairy tales or traditional tales orally |
|  | Identify themes and conventions in a range of books |
|  | Perform plays and poetry aloud using intonation, tone, volume and action |
|  | Recognise some different forms of poetry |
|  | Use dictionaries to check the meanings of words |
|  | Check that a text makes sense, including explaining the meaning of words in context |
|  | Identify and summarise the main ideas drawn from more than one paragraph |
|  | Draw inferences about feelings thoughts and motives |
|  | Use evidence to justify inferences |
|  | Discuss words and phrases which capture the reader's interest |
|  | Identify how language contributes to meaning |
|  | Identify how structure and presentation contribute to meaning |
|  | Retrieve and record information from non-fiction texts |

**Year 5-6 Reading Key Objectives**

**Taken from the National Curriculum**

|  |  |
| --- | --- |
|  | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words |
|  | Making comparisons within and across books |
|  | Modern fiction, fiction from our literary heritage, and books from other cultures and traditions |
|  | Identifying and discussing themes and conventions in and across a wide range of writing |
|  | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context |
|  | Asking questions to improve their understanding |
|  | Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
|  | Predicting what might happen from details stated and implied |
|  | 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 |
|  | Recommending books that they have read to their peers, giving reasons for their choices |
|  | Participate in discussions about books, 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, |
|  | Provide reasoned justifications for their views |

**Year 5-6 Reading Key Objectives**

**Summarised form**

|  |  |
| --- | --- |
|  | Use knowledge of morphology and etymology to read aloud and understand new words |
|  | Make comparisons within and across books |
|  | Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions |
|  | Identify and discuss themes and conventions across a wide range of writing |
|  | Discuss understanding of texts, including exploring meaning of words in context |
|  | Ask questions to improve understanding of texts |
|  | Summarise ideas drawn from more than one paragraphs, identifying key details |
|  | Predict future events from details stated and implied |
|  | Identify how language, structure and presentation contribute to meaning |
|  | Discuss how authors use language, including figurative language, to affect the reader |
|  | Make book recommendations, giving reasons for choices |
|  | Participate in discussions about books, building on and challenging ideas |
|  | Explain and discuss understanding of reading |
|  | Participate in formal presentations and debates about reading |
|  | Provide reasoned justifications for views |

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