



Reading Objectives Y1 - Y6

Reading Objectives - Year 1

Word Reading / Reading Fluency

Apply their phonic knowledge to decode unknown words.

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words.

Read common exception words.

Read some words with -s, -es, -ing, -ed, -er and -est endings.

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

Read aloud, with accuracy and some fluency, books that are consistent with their developing phonic knowledge.

Reading for Pleasure

Link what they hear to their own experiences.

Develop a bank of key stories and rhymes, fairy stories and traditional tales.

Recognise and join in with predictable phrases.

Recite some rhymes and poems by heart.

Reading Comprehension

Make inferences based upon what they know, or background information provided by the teacher.

Check that a text makes sense as they read and correct inaccurate reading.

Discuss the significance of the title of a book.

Discuss the significance of key events in a book.

Make inferences on the basis of what is being said and done.

Predict what might happen based upon what has been said so far.

Participate in discussions about books, taking turns and listening to what others say.

Explain clearly what has been read to them.

Discuss word meanings and link new ones to those already known.

Reading Objectives – Year 2 (Based on IAF)

Word Reading / Reading Fluency

Read unknown words accurately by blending sounds: especially recognising alternative sounds for graphemes.

Read accurately most words of two or more syllables.

Read most words containing common suffixes.

Read most common exception words.

(In an age-appropriate book) Read most words accurately and fluently without overt sounding and blending (e.g. over 90 words per minute)

(In an age-appropriate book) Sound out most unfamiliar words accurately, without undue hesitation.

Reading for Pleasure

Listen to, discuss and express views about a wide range of poetry, stories and non-fiction.

Be able to retell a range of stories, fairy stories and traditional tales.

Discuss their favourite words and phrases from stories and poems.

Learn some simple poems by heart and recite these with appropriate intonation.

Participate in discussions about books and poems, taking turns and listening to what others have to say.

Reading Comprehension

Understand how non-fiction books are structure in different ways.

Draw on their own experiences or on background information provided by the teacher to understand books.

Discuss the sequence of events in books.

Discuss and clarify the meaning of new words.

Recognise simple recurring literary language in stories and poetry.

Make inferences on the basis of what is said and done.

Check the book makes sense to them and self-correct while reading.

Make sensible predictions, based on what has been read so far.

Ask questions while reading.

GD Only: Make links between the book they are reading and other books they have read.

Reading Objectives - Year 3

Word Reading / Reading Fluency
Begin to look for the root word to understand the meaning of some new words.
Read and understand the meaning of words with prefixes and suffixes (see Year 3 spelling objectives).
Read common exception words.
Reading for Pleasure
Discuss a range of fiction, poetry and plays.
Discuss a range of non-fiction and reference books or textbooks and identify key features.
Read narratives that are structured in different ways.
Read for a range of purposes (e.g. for pleasure, to inform, to research).
Rehearse poems and play scripts to read aloud and to perform.
Discuss words and phrases that capture the reader's interest and imagination.
Recognise some different forms of poetry (e.g. free verse, kenning, haiku and simple rhyming poems).
<i>GD Only: Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</i>
Reading Comprehension
Know that a text makes sense by self-correcting.
Be able to explain the meaning of words in context.
Ask questions to improve their understanding of a text.
With some prompting, use dictionaries to check the meaning of words that they have read.
Make simple inferences about characters' feelings and thoughts, and begin to justify with evidence.
Predict what might happen next.
Identify main ideas drawn from more than one paragraph.
With support, identify how language, structure, and presentation contribute to meaning.
Retrieve key information from non-fiction texts and record in note-form.

Reading Objectives - Year 4

Word Reading / Reading Fluency
Look for the root word to understand the meaning of new words.
Read and understand the meaning of words with prefixes and suffixes (see Year 4 spelling objectives).
Read most common exception words.
Reading for Pleasure
Read a wider range of books (such as myths and legends), retelling some of these orally.
Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Read books that are structured in different ways and that have been written for a range of purposes.
Identify themes in a wide range of books and make links to books previously read.
Rehearse, learn and perform poems and play scripts, showing understanding through intonation, tone, volume and action.
Recognise a range of different forms of poetry (e.g. longer narrative poems, limericks)
Discuss words and phrases that capture the reader's interest and imagination and explain why/suggest alternatives.
<i>GD Only: Discuss and evaluate how authors use figurative language, considering the impact on the reader.</i>
Reading Comprehension
Check that a text makes sense to them, discussing their understanding.
Use different strategies to work out the meaning of words in context.
Ask thoughtful questions to improve their understanding of a text.
Make inferences about characters' feelings, thoughts and motives from their actions, and justify with evidence.
Predict what might happen next from details stated and implied.
Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
Identify how language can contribute to meaning.
Identify how structure can contribute to meaning.
Identify how presentation can contribute to meaning.
Retrieve and record information from non-fiction and record in note-form, using relevant subheadings to organise notes.
Provide reasoned justifications for their views.
Use dictionaries to check the meaning of unfamiliar words that they have read.
Distinguish between statements of fact and opinion.
<i>GD Only: 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.</i>

Reading Objectives - Year 5

Word Reading

Begin to apply their knowledge of root words to understand the meaning of new words.

Begin to apply their knowledge of prefixes and suffixes to understand the meaning of words.

Reading for Pleasure

Continue to read and discuss a wider range of fiction, poetry and plays.

Continue to read and discuss a wider range of non-fiction and reference books or textbooks.

Read for a range of purposes (to define, to research, to support, for pleasure etc).

Increase their familiarity with a wide range of books, including myths & legends.

Increase their familiarity with a wide range of books, including traditional stories.

Increase their familiarity with a wide range of books, including modern fiction.

Increase their familiarity with a wide range of books, including fiction from our literary heritage.

Increase their familiarity with a wide range of books, including books from other cultures and traditions.

Identify and discuss common story themes (e.g. good vs. evil, loss).

Identify and discuss writing conventions.

Make comparisons within and across books.

Learn a wider range of poetry by heart.

Prepare simple 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.

Recommend books to their peers, giving reasons for their choices.

Participate in discussions about reading, building on their own and others' ideas with some prompting.

Reading Comprehension

Check that a book makes sense to them, discussing their understanding.

With some support, explore the meaning of words from the context and reading around the words.

Ask increasingly sophisticated questions to improve their understanding.

Draw inferences such as inferring characters' feelings and thoughts from their actions, and justify these with evidence from the text.

Be able to make a series of possible predictions and back these up with what is stated or implied.

Begin to summarise the main ideas drawn from more than 1 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, and consider the impact on the reader.

Identify the use of figurative language and discuss the effect that the language has on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from a range of non-fiction by making effective notes.

Begin to share 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 sophisticated and reasoned justifications for their views.

Word Reading

Apply their knowledge of root words to understand the meaning of new words.

Apply their knowledge of prefixes and suffixes to understand the meaning of words.

Reading for Pleasure

Read age-appropriate books with confidence and fluency (including whole novels).

Continue to read and discuss an increasingly wide range of fiction, poetry and plays.

Continue to read and discuss an increasingly wide range of non-fiction and reference books or textbooks.

Read for a range of purposes (to define, to research, to support, for pleasure etc).

Increase their familiarity with a wide range of books, including myths & legends.

Increase their familiarity with a wide range of books, including traditional stories.

Increase their familiarity with a wide range of books, including modern fiction.

Increase their familiarity with a wide range of books, including fiction from our literary heritage.

Increase their familiarity with a wide range of books, including books from other cultures and traditions.

Participate in discussions about reading, building on their own and others' ideas and challenging views courteously.

Recommend books thoughtfully to their peers, giving critical reasons for their recommendations.

Prepare 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.

Reading Comprehension

Read aloud with intonation that shows understanding.

Explore the meaning of words from the context and reading around the word.

Explain and discuss their understanding of what they have read, drawing inferences such as feelings, thoughts and motives, and justifying these with evidence.

Ask increasingly sophisticated questions to improve their understanding.

Consider and discuss viewpoints (both of authors and of fictional characters).

Identify how language, structure and presentation contribute to meaning.

Predict what might happen from details stated and implied.

Retrieve specific information from a range of non-fiction texts using contents pages and indexes.

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

Discuss texts using technical terms such as: metaphor, simile, analogy, imagery, style and effect.

Make comparisons within a text (e.g. compare characters, settings or themes).

Make comparisons between two books.

Recognise themes in stories (e.g. loss, heroism, betrayal).

Confidently summarise main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration.

Distinguish between fact and opinion and understand that opinions can be disguised as facts.

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.