

Primary Curriculum 2014



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

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

Year 2 Reading Key Objectives

Taken from the National Curriculum

1	Secure phonic decoding until reading is fluent
2	Read accurately by blending, including alternative sounds for graphemes
3	Read multi-syllable words containing these graphemes
4	Read common suffixes
5	Read exception words, noting unusual correspondences
6	Read most words quickly & accurately without overt sounding and blending
7	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
8	Recognising simple recurring literary language in stories and poetry
9	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
10	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
11	Discussing the sequence of events in books and how items of information are related
12	Making inferences on the basis of what is being said and done
13	Answering and asking questions
14	Predicting what might happen on the basis of what has been read so far
15	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 3-4 Reading Key Objectives

Taken from the National Curriculum

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

Year 5-6 Reading Key Objectives

Taken from the National Curriculum

1	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
2	Making comparisons within and across books
3	Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
4	Identifying and discussing themes and conventions in and across a wide range of writing
5	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
6	Asking questions to improve their understanding
7	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
8	Predicting what might happen from details stated and implied
9	Identifying how language, structure and presentation contribute to meaning
10	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
11	Recommending books that they have read to their peers, giving reasons for their choices
12	Participate in discussions about books, building on their own and others' ideas and challenging views courteously
13	Explain and discuss their understanding of what they have read,
14	Including through formal presentations and debates,
15	Provide reasoned justifications for their views