

National Curriculum	Strand	Year 1	Year 2	Year 3/4 Objectives for Years 3 and 4 are identical	Year 5/6 Objectives for Years 5 and 6 are identical
Reading	Decoding	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Speedily read all 40+ letter groups for 40+ phonemes Read multi-syllable words containing taught GPCs Read contracted forms and understand use of apostrophe Read aloud phonically decodable texts Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed etc) 	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multi-syllable words including these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly and accurately without overt sounding and blending 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, 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 a word 	<ul style="list-style-type: none"> 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 they meet
	Range of reading	<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 read, to their own experiences 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference and/or text books Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference and/or text books Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books
	Familiarity with texts	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales Recognising simple, recurring literary language in stories and poetry 	<ul style="list-style-type: none"> Increasing 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 	<ul style="list-style-type: none"> Increasing familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identify and discussing themes and conventions in and across a wide range of books and writing
	Poetry and performance	<ul style="list-style-type: none"> Learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Continuing to build up a repertoire of poems learnt by heart, appreciating intonation to make the meaning clear 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart, preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	Word meanings	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Discussing and clarifying the meaning of words, linking new meanings to known vocabulary Discussing their favourite words and phrases 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words they have read 	
	Understanding	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related 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 	<ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> 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
	Inference	<ul style="list-style-type: none"> Discussing the significance of the title and events Making inference on the basis of what is being said and done 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done Answering and asking questions 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Prediction	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied
	Authorial intent			<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> 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
	Non-fiction		<ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> Participation in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those they listen to and those they read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Recommending books they have read to their peers, giving reasons for their choices Participating 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 	