

Reading Objectives

Number of objectives

The National Curriculum has been split into a number of objectives. Within school these fall into the following categories:

- **Word reading**
- **Comprehension**
- **Spoken Language**

As pupils move through the curriculum there is less of an emphasis on word reading and an expectation that pupils will have developed these skills to allow them to improve their comprehension of texts. The reading curriculum is supported by the Read Write Inc scheme which works on developing the synthetic phonic skills of pupils in nursery, reception, year and year 2.

Within the reading curriculum there is a selection of key reading for each year group (appendix 1 & 2). This highlights the key stories, fairy tales, myths and legends, traditional tales, modern fiction, books from our literary heritage, stories from other cultures and traditions and poetry that our pupils will read in their time at New Marske Primary School.

By the end of the academic year, pupils in each year group should have covered all of the objectives. Their success against the objectives will provide a measure of their current attainment.

Year Group	Total number of objectives	Approximate number of objectives to be covered per term
Year 1	37	13
Year 2	32	11
Year 3	34	12
Year 4	36	12
Year 5	45	15
Year 6	44	15

Objectives related to age expectations

Within each term, teachers should ensure that they teach the required number of objectives. Successful completion of these objectives should be recorded in 2Build a Profile.

It is important to note that 2Build a Profile should not record coverage, when a teacher taught the objective, but should record when a pupil has demonstrated that they have met that objective.

At the end of each term teachers should count how many objectives pupils have successfully completed and link that to a National Curriculum Grade.

Example

At the end of the Autumn term, if a year 1 pupil has successfully completed 10 or more objectives, they are working at a National Curriculum grade of 1-. In the Spring term, if that pupil has successfully completed more than 19

objectives, they will have a National Curriculum Grade of 1=. At the end of the summer term, if they have more than 28 objectives, they will have a National Curriculum Grade of 1+. At each of these stages this pupil is working at their age related expectation and is 'on track'.

If a pupil in the Autumn term has successfully completed less than 8 objectives, they will be on at least a R+. If in the spring term this pupil has more than 10, but less than 19 objectives, they will be on a 1- and approximately working one term behind the age related expectation. If this pupil is still between 10 and 19 objectives in the summer term, they will still be on a 1- and two terms behind their age related expectation. If they have more than 19 objectives, but less than 28, they will be on a 1= and one term behind their age related expectation.

Year Groups	Objectives needed to work at age related expectation		
	Autumn	Spring	Summer
Year 1	>11	>21	>32
National Curriculum Grade	1-	1=	1+
Year 2	>9	>18	>26
National Curriculum Grade	2-	2=	2+
Year 3	>10	>20	>28
National Curriculum Grade	3-	3+	3=
Year 4	>10	>20	>29
National Curriculum Grade	4-	4=	4+
Year 5	>12	>24	>36
National Curriculum Grade	5-	5=	5+
Year 6	>12	>24	>36
National Curriculum Grade	6-	6=	6+

Year 1 Reading - word reading

To apply phonic knowledge and skills as the route to decode words	To respond speedily with the correct sound to graphemes (letters or groups of letters) for set 2 sounds, including, where applicable, alternative sounds for graphemes	To respond speedily with the correct sound to graphemes (letters or groups of letters) for ow, ai, oa, are, ur, aw, er, oi, a-e, i-e, o-e, u-e, ew, ea.	To respond speedily with the correct sound to graphemes (letters or groups of letters) for -tion, -cious, -ure, -ire
To respond speedily with the correct sound to graphemes (letters or groups of letters) for all consonant sounds, including, where applicable, alternative sounds for graphemes- as part of the 40+ phonemes	To respond speedily with the correct sound to graphemes (letters or groups of letters) for all vowel sounds, including, where applicable, alternative sounds for graphemes- as part of the 40+ phonemes	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*	To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings**
To read other words of more than one syllable that contain taught GPCs	To read words with contractions - I'm, I'll, we'll and understand that the apostrophe represents the omitted letters(s)	To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	To reread these books to build up their fluency and confidence with word reading

Year 1 Reading - comprehension

To listen to and discuss a wide range of poems beyond that at which they can read independently	To listen to and discuss a wide range of stories beyond that at which they can read independently	To listen to and discuss a wide range of non-fiction beyond that at which they can read independently	To be able to link what they have read or heard with their own experience
To become very familiar with key stories, retelling them and considering their particular characteristics	To become very familiar with fairy stories, retelling them and considering their particular characteristics	To become very familiar with traditional tales, retelling them and considering their particular characteristics	To recognise and join in with predictable phrases in known stories
To learn to appreciate rhymes and poems, and to recite some by heart	To discuss word meanings, linking new meanings to those already known	To draw on what they already know or on background information and vocabulary provided by the teacher	To check that the text makes sense to them as they read, and correcting inaccurate reading
To discuss the significance of the title	To discuss the significance of the events in a story	To make inferences on what is being said and done	To predict what might happen on the basis of what has happened so

			far
To participate in discussion about what is read to them, taking turns and listening to what others say	To clearly explain their understanding of what is read to them		
Year 1 - Spoken Language			
To listen to and respond appropriately to adults and their peers	To ask relevant questions to extend their understanding and knowledge	To use relevant strategies to build their vocabulary	To articulate and justify answers
To speak audibly with an increased command of standard English	To participate in discussions and role play	To use spoken language to develop understanding through speculating, imagining and exploring ideas	

* the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according the appropriate stage of Read Write Inc.

**hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper grander, grandest, fresher, freshest, quicker, quickest

Year 1 Reading - word reading

I can apply phonic knowledge and skills as the route to decode words	I can respond speedily with the correct sound to graphemes (letters of groups of letters) for set 2 sounds, including, where applicable, alternative sounds for graphemes	I can respond speedily with the correct sound to graphemes (letters or groups of letters) for ow, ai, oa, are, ur, aw, er, oi, a-e, i-e, o-e, u-e, ew, ea.	I can respond speedily with the correct sound to graphemes (letters or groups of letters) for tion, cious, ure, ire
I can respond speedily with the correct sound to graphemes (letters of groups of letters) for all consonant sounds, including, where applicable, alternative sounds for graphemes - as part of the 40+ phonemes	I can respond speedily with the correct sound to graphemes (letters of groups of letters) for all vowel sounds, including, where applicable, alternative sounds for graphemes- as part of the 40+ phonemes	I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*	I can read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings**
I can read other words of more than one syllable that contain taught GPCs	I can read words with contractions - I'm, I'll, we'll and understand that the apostrophe represents the omitted letters(s)	I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	I can reread these books to build up my fluency and confidence with word reading

Year 1 Reading - comprehension

I can listen to and discuss a wide range of poems beyond that at which I can read independently	I can listen to and discuss a wide range of stories beyond that at which I can read independently	I can listen to and discuss a wide range of non-fiction beyond that at which I can read independently	I can link what I have read or heard with their own experience
I can become very familiar with key stories, retelling them and considering their particular characteristics	I can become very familiar with fairy stories, retelling them and considering their particular characteristics	I can become very familiar with traditional tales, retelling them and considering their particular characteristics	I can recognise and join in with predictable phrases in known stories
I can learn to appreciate rhymes and poems, and to recite some by heart	I can discuss word meanings, linking new meanings to those already known	I can draw on what I already know or on background information and vocabulary provided by the teacher	I can check that the text makes sense to me as they read, and correcting inaccurate reading
I can discuss the	I can discuss the	I can make inferences	I can predict what

significance of the title	significance of the events in a story	on what is being said and done	might happen on the basis of what has happened so far
I can participate in discussion about what is read to me, taking turns and listening to what others say	I can clearly explain my understanding of what is read to me		
Year 1 - Spoken Language			
I can listen to and respond appropriately to adults and their peers	I can ask relevant questions to extend my understanding and knowledge	I can use relevant strategies to build my vocabulary	I can articulate and justify answers
I can speak audibly with an increased command of standard English	I can participate in discussions and role play	I can use spoken language to develop understanding through speculating, imagining and exploring ideas	

Year 2 Reading - word reading

To continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	To read accurately word of two or more syllables that contain the same graphemes as above	To read words containing common suffixes*	To continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent
To read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word**	To read most words quickly and accurately, without overt abounding and blending, when they have been frequently encountered	To read aloud books closely matched to their improving phonic knowledge when sounding out unfamiliar words accurately, automatically and without undue hesitation	To reread these books to build up their fluency and confidence in word reading	To read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word*

Year 2 Reading - Comprehension

To listen to, discuss and express views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently	To listen to, discuss and express views about a wide range of stories, at a level beyond that at which they can read independently	To listen to, discuss and express views about a wide range of non-fiction, at a level beyond that at which they can read independently	To discuss the sequence of events in books and how items of information are related	To listen to, discuss and express views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently
To become increasingly familiar with and retell and wider range of stories, fairy stories and traditional tales	To become introduced to non fiction books that are structured in different ways	To recognise simple recurring literary language in stories and poetry	To discuss and clarify the meanings of words, linking new meanings to known vocabulary	To become increasingly familiar with and retell and wider range of stories, fairy stories and traditional tales
To discuss the	To continue to	To draw on what	To check that a	To discuss the

favourite words and phrases	build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	they already know or on background information and vocabulary provided by the teacher	text makes sense to them as they read, and correcting inaccurate reading	favourite words and phrases
To make inferences on the basis of what is being said and done	To ask and answer questions about a text	To predict what might happen on the basis of what has been read so far	To participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	To make inferences on the basis of what is being said and done
Year 2 - Spoken Language				
To listen to and respond appropriately to adults and their peers	To ask relevant questions to extend their understanding and knowledge	To use relevant strategies to build their vocabulary	To articulate and justify answers	To listen to and respond appropriately to adults and their peers
To speak audibly with an increased command of standard English	To participate in discussions and role play	To use spoken language to develop understanding through speculating, imagining and exploring ideas		

*The suffixes -ment, -ness, -ful, -less and -ly

**door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used.

Year 2 Reading - word reading

I can continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent	I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	I can read accurately word of two or more syllables that contain the same graphemes as above	I can read words containing common suffixes*	I can continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent
I can read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word**	I can read most words quickly and accurately, without overt abounding and blending, when they have been frequently encountered	I can read aloud books closely matched to my improving phonic knowledge when sounding out unfamiliar words accurately, automatically and without undue hesitation	I can reread these books to build up their fluency and confidence in word reading	I can read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word*

Year 2 Reading - Comprehension

I can listen to, discuss and express views about a wide range of contemporary and classic poetry, at a level beyond that at which I can read independently	I can listen to, discuss and express views about a wide range of stories, at a level beyond that at which I can read independently	I can listen to, discuss and express views about a wide range of non-fiction, at a level beyond that at which I can read independently	I can discuss the sequence of events in books and how items of information are related	I can listen to, discuss and express views about a wide range of contemporary and classic poetry, at a level beyond that at which I can read independently
I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	I can become introduced to non-fiction books that are structured in different ways	I can recognise simple recurring literary language in stories and poetry	I can discuss and clarify the meanings of words, linking new meanings to known vocabulary	I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales

I can discuss favourite words and phrases	I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	I can draw on what I already know or on background information and vocabulary provided by the teacher	I can check that a text makes sense to me as I read, and correcting inaccurate reading	To make inferences on the basis of what is being said and done
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I can ask and answer questions about a text	I can predict what might happen on the basis of what has been read so far	I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say	I can make inferences on the basis of what is being said and done	
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Year 2 - Spoken Language

I can listen to and respond appropriately to adults and my peers	I can ask relevant questions to extend my understanding and knowledge	I can use relevant strategies to build my vocabulary	I can articulate and justify answers	I can speak audibly with an increased command of standard English
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I can participate in discussions and role play	I can use spoken language to develop understanding through speculating, imagining and exploring ideas			
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Year 3 Reading - word reading			
To apply their growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words	To apply their growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	To apply their growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 3 and 4 word list)
Year 3 Reading - Comprehension			
To listen to and discuss a wide range of fiction	To listen to and discuss a wide range of poetry	To listen to and discuss a wide range of plays	To listen to and discuss a wide range of non fiction
To listen to and discuss a wide range of reference books or text books	To read books that are structured in different ways	To read for a range of purposes	To use dictionaries to check the meaning of words they have read
To increase their familiarity with a wide range of books including fairy stories and retelling some orally	To increase their familiarity with a wide range of books including traditional tales and retelling some orally	To identify themes and conventions in a wide range of books	To prepare poems to read aloud and to perform, showing understanding through intonation, tone volume and action
To prepare play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action	To discuss words and phrases that capture the reader's interest and imagination	To recognise different forms of poetry: free verse, narrative poetry	To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context
To ask questions to improve their understanding of a text	To draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence	To predict what might happen from details stated and implied	To identify how language, structure and presentation contribute to meaning
To retrieve and record information from non fiction texts	To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		
Year 3 - Spoken Language			
To listen to and respond appropriately to adults and their peers	To ask relevant questions to extend their understanding and	To use relevant strategies to build their vocabulary	To articulate and justify answers, arguments and opinions

	knowledge		
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	To use spoken language to develop understanding through speculating, imagining and exploring ideas	To speak audibly and fluently with an increased command of standard English	To participate in discussions, performances, role play and debates

Year 3 Reading - word reading			
I can apply my growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 3 and 4 word list)
Year 3 Reading - Comprehension			
I can listen to and discuss a wide range of fiction	I can listen to and discuss a wide range of poetry	I can listen to and discuss a wide range of plays	I can listen to and discuss a wide range of non fiction
I can listen to and discuss a wide range of reference books or text books	I can read books that are structured in different ways	I can read for a range of purposes	I can use dictionaries to check the meaning of words I have read
I can increase my familiarity with a wide range of books including fairy stories and retelling some orally	I can increase my familiarity with a wide range of books including traditional tales and retelling some orally	I can identify themes and conventions in a wide range of books	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone volume and action
I can prepare play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action	I can discuss words and phrases that capture the reader's interest and imagination	I can recognise different forms of poetry: free verse, narrative poetry	I can check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context
I can ask questions to improve my understanding of a text	I can draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence	I can predict what might happen from details stated and implied	I can identify how language, structure and presentation contribute to meaning
I can retrieve and record information from non fiction texts	I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say		
Year 3 - Spoken Language			
I can listen to and respond appropriately to adults and my peers	I can ask relevant questions to extend my understanding and knowledge	I can use relevant strategies to build my vocabulary	I can articulate and justify answers, arguments and opinions

I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	I can use spoken language to develop understanding through speculating, imagining and exploring ideas	I can speak audibly and fluently with an increased command of standard English	I can participate in discussions, performances, role play and debates
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Year 4 Reading - word reading			
To apply their growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words	To apply their growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	To apply their growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 3 and 4 word list)
Year 4 Reading - Comprehension			
To listen to and discuss a wide range of fiction	To listen to and discuss a wide range of poetry	To listen to and discuss a wide range of plays	To listen to and discuss a wide range of non fiction
To listen to and discuss a wide range of reference books or text books	To read books that are structured in different ways	To read for a range of purposes	To use dictionaries to check the meaning of words they have read
To increase their familiarity with a wide range of books including myths and legends, retelling some orally	To identify themes and conventions in a wide range of books	To prepare poems to read aloud and to perform, showing understanding through intonation, tone volume and action	To prepare play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action
To discuss words and phrases that capture the reader's interest and imagination	To recognise different forms of poetry: free verse, narrative poetry	To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context	To ask questions to improve their understanding of a text
To draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence	To predict what might happen from details stated and implied	To identify how language, structure and presentation contribute to meaning	To retrieve and record information from non fiction texts
To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say			
Year 4 - Spoken Language			
To listen to and respond appropriately to adults and their peers	To ask relevant questions to extend their understanding and	To use relevant strategies to build their vocabulary	To articulate and justify answers, arguments and opinions

	knowledge		
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	To speak audibly and fluently with an increased command of standard English
To participate in discussions, presentations, performances, role play/improvisations and debates	To consider and evaluate different viewpoints, attending to and building on the contributions of others		

Year 4 Reading - word reading			
I can apply my growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 3 and 4 word list)
Year 4 Reading - Comprehension			
I can listen to and discuss a wide range of fiction	I can listen to and discuss a wide range of poetry	I can listen to and discuss a wide range of plays	I can listen to and discuss a wide range of non fiction
I can listen to and discuss a wide range of reference books or text books	I can read books that are structured in different ways	I can read for a range of purposes	I can use dictionaries to check the meaning of words I have read
I can increase my familiarity with a wide range of books including myths and legends, retelling some orally	I can identify themes and conventions in a wide range of books	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone volume and action	I can prepare play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action
I can discuss words and phrases that capture the reader's interest and imagination	I can recognise different forms of poetry: free verse, narrative poetry	I can check that a text makes sense to me, discussing their understanding and explaining the meaning of words in context	I can ask questions to improve my understanding of a text
I can draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence	I can predict what might happen from details stated and implied	I can identify how language, structure and presentation contribute to meaning	I can retrieve and record information from non fiction texts
I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say			
Year 4 - Spoken Language			
I can listen to and respond appropriately to adults and my peers	I can ask relevant questions to extend my understanding and knowledge	I can use relevant strategies to build my vocabulary	I can articulate and justify answers, arguments and opinions

I can give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	I can speak audibly and fluently with an increased command of standard English
I can participate in discussions, presentations, performances, role play/improvisations and debates	I can consider and evaluate different viewpoints, attending to and building on the contributions of others		

Year 5 Reading - word reading			
To apply my growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words	To apply my growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	To apply my growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 5 and 6 word list)
Year 5 Reading - Comprehension			
To continue to read and discuss an increasingly wide range of fiction	To continue to read and discuss an increasingly wide range of poetry	To continue to read and discuss an increasingly wide range of plays	To continue to read and discuss an increasingly wide range of non fiction
To continue to read and discuss an increasingly wide range of reference books or text books	To read books that are structured in different ways	To read for a range of purposes	To increase their familiarity with a wide range of books including modern fiction
To increase their familiarity with a wide range of books including fairy tales and traditional tales	To increase their familiarity with a wide range of books including fiction from our literary heritage	To increase their familiarity with a wide range of books from other cultures and traditions	To recommend books that they have read to their peers, giving reasons for their choices
To identify and discuss themes and conventions in a wide range of writing	To make comparisons within and across books	To learn a wider range of poetry by heart	To prepare poems to read aloud and to perform, showing understanding
To prepare play scripts to read aloud and to perform, showing understanding	To check that a text makes sense to them, discussing their understanding and exploring the meaning of words in context	To ask questions to improve their understanding of a text	To draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence
To predict what might happen from details stated and implied	To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	To identify how language, structure and presentation contribute to meaning	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
To distinguish between statements of fact and opinion	To retrieve, record and present information from non-fiction texts	To participate in discussions about both books that are read to them and those I can read for themselves, taking turns and listening	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes when necessary understand

			the meaning of new words
To provide reasoned justifications for their views			
Year 5 - Spoken Language			
To listen to and respond appropriately to adults and their peers	To ask relevant questions to extend their understanding and knowledge	To use relevant strategies to build their vocabulary	To articulate and justify answers, arguments and opinions
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	To speak audibly and fluently with an increased command of standard English
To participate in discussions, presentations, performances, role play/improvisations and debates	To gain, maintain and monitor the interest of the listen(s)	To consider and evaluate different viewpoints, attending to and building on the contributions of others	To select and use appropriate registers for effective communication

Year 5 Reading - word reading			
I can apply my growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 5 and 6 word list)
Year 5 Reading - Comprehension			
I can continue to read and discuss an increasingly wide range of fiction	I can continue to read and discuss an increasingly wide range of poetry	I can continue to read and discuss an increasingly wide range of plays	I can continue to read and discuss an increasingly wide range of non fiction
I can continue to read and discuss an increasingly wide range of reference books or text books	I can read books that are structured in different ways	I can read for a range of purposes	I can increase my familiarity with a wide range of books including modern fiction
I can increase my familiarity with a wide range of books including fairy tales and traditional tales	I can increase my familiarity with a wide range of books including fiction from our literary heritage	I can increase my familiarity with a wide range of books from other cultures and traditions	I can recommend books that I have read to my peers, giving reasons for my choices
I can identify and discuss themes and conventions in a wide range of writing	I can make comparisons within and across books	I can learn a wider range of poetry by heart	I can prepare poems to read aloud and to perform, showing understanding
I can prepare play scripts to read aloud and to perform, showing understanding	I can check that a text makes sense to me, discussing my understanding and exploring the meaning of words in context	I can ask questions to improve my understanding of a text	I can draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence
I can predict what might happen from details stated and implied	I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	I can identify how language, structure and presentation contribute to meaning	I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
I can distinguish between statements of fact and opinion	I can retrieve, record and present information from non-fiction texts	I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening	I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintain a focus on the topic and

			using notes when necessary understand the meaning of new words
I can provide reasoned justifications for my views			
Year 5 - Spoken Language			
I can listen to and respond appropriately to adults and my peers	I can ask relevant questions to extend my understanding and knowledge	I can use relevant strategies to build my vocabulary	I can articulate and justify answers, arguments and opinions
I can give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	I can speak audibly and fluently with an increased command of standard English
I can participate in discussions, presentations, performances, role play/improvisations and debates	I can gain, maintain and monitor the interest of the listener(s)	I can consider and evaluate different viewpoints, attending to and building on the contributions of others	I can select and use appropriate registers for effective communication

Year 6 Reading - word reading			
Apply their growing knowledge of root words (etymology and morphology) both to read aloud and to	Apply their growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	Apply their growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 5 and 6 word list)
Year 6 Reading - Comprehension			
To continue to read and discuss an increasingly wide range of fiction	To continue to read and discuss an increasingly wide range of poetry	To continue to read and discuss an increasingly wide range of plays	To continue to read and discuss an increasingly wide range of non fiction
To continue to read and discuss an increasingly wide range of reference books or text books	To read books that are structured in different ways	To read for a range of purposes	To increase their familiarity with a wide range of books including myths and legends
To increase their familiarity with a wide range of books including fiction from our literary heritage	To increase their familiarity with a wide range of books from other cultures and traditions	To recommend books that they have read to their peers, giving reasons for their choices	To identify and discuss themes and conventions in a wide range of writing
To make comparisons within and across books	To learn a wider range of poetry by heart	To prepare poems to read aloud and to perform, showing understanding	To prepare play scripts to read aloud and to perform, showing understanding
To check that a text makes sense to them, discussing their understanding and exploring the meaning of words in context	To ask questions to improve their understanding of a text	To draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence	To predict what might happen from details stated and implied
To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	To identify how language, structure and presentation contribute to meaning	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	To distinguish between statements of fact and opinion
To retrieve, record and present information from non-fiction texts	To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes when necessary	To provide reasoned justifications for their views

Year 6 - Spoken Language			
To listen to and respond appropriately to adults and their peers	To ask relevant questions to extend their understanding and knowledge	To use relevant strategies to build their vocabulary	To articulate and justify answers, arguments and opinions
To give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	To speak audibly and fluently with an increased command of standard English
To participate in discussions, presentations, performances, role play/improvisations and debates	To gain, maintain and monitor the interest of the listen(s)	To consider and evaluate different viewpoints, attending to and building on the contributions of others	To select and use appropriate registers for effective communication

Year 6 Reading - word reading			
I can apply my growing knowledge of root words (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can apply my growing knowledge of suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (see year 5 and 6 word list)
Year 6 Reading - Comprehension			
I can continue to read and discuss an increasingly wide range of fiction	I can continue to read and discuss an increasingly wide range of poetry	I can continue to read and discuss an increasingly wide range of plays	I can continue to read and discuss an increasingly wide range of non fiction
I can continue to read and discuss an increasingly wide range of reference books or text books	I can read books that are structured in different ways	I can read for a range of purposes	I can increase my familiarity with a wide range of books including myths and legends
I can increase my familiarity with a wide range of books including fiction from our literary heritage	I can increase my familiarity with a wide range of books from other cultures and traditions	I can recommend books that I have read to my peers, giving reasons for my choices	I can identify and discuss themes and conventions in a wide range of writing
I can make comparisons within and across books	I can learn a wider range of poetry by heart	I can prepare poems to read aloud and to perform, showing understanding	I can prepare play scripts to read aloud and to perform, showing understanding
I can check that a text makes sense to me, discussing my understanding and exploring the meaning of words in context	I can ask questions to improve my understanding of a text	I can draw inferences such as inferring a characters feelings, thoughts and motives from their actions and justifying inferences with evidence	I can predict what might happen from details stated and implied
I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	I can identify how language, structure and presentation contribute to meaning	I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	I can distinguish between statements of fact and opinion
I can retrieve, record and present information from non-fiction texts	I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening	I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintain a	I can provide reasoned justifications for my views

		focus on the topic and using notes when necessary	
Year 6 - Spoken Language			
I can listen to and respond appropriately to adults and my peers	I can ask relevant questions to extend my understanding and knowledge	I can use relevant strategies to build my vocabulary	I can articulate and justify answers, arguments and opinions
I can give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	I can speak audibly and fluently with an increased command of standard English
I can participate in discussions, presentations, performances, role play/improvisations and debates	I can gain, maintain and monitor the interest of the listen(s)	I can consider and evaluate different viewpoints, attending to and building on the contributions of others	I can select and use appropriate registers for effective communication

Appendix 1

- **Key texts and suggested reading within year groups.**

Year 1

Stories with predictable phrasing

Key Texts:

- Wolf Won't Bite - Emily Gravett
- Click Clack Moo - Cows That Type, Doreen Cronin & Betsy Lewin Penguin - Polly Dunbar
- Handa's Surprise - Eileen Browne
- Fortunately, Unfortunately - Michael Foreman

Further suggestions:

- My Granny Went To Market: A round – the - world counting rhyme, Stella Blackstone
- We All Went On Safari: A Counting Journey through Tanzania - Laurie Krebs and Julia Cairns
- Handa's Hen - Eileen Browne
- This Is the Tree - Miriam Moss
- Unfortunately - Alan Durant and Simon Rickerty
- Monkey and Me - Emily Gravett
- We're Going on a Bear Hunt - Michael Rosen
- We're Going on a Lion Hunt - David Axtell
- Over on the Farm - Christopher Gunson

Key Stories (Contemporary fiction)

Key Texts:

- Billy's Bucket - Kes Gray
- Where's My Teddy? - Jez Alborough
- Owl Babies - Martin Waddell Knuffle Bunny - Mo Willems
- Six Dinner Sid - Inga Moore

Further suggestions:

- Naughty Bus - Jan and Jerry Oke
- Do You Know What Grandad Did? - Brian Smith
- Something Special - Nicola Moon
- The Most Obedient Dog In The World - Anita Jeram
- Nothing - Mick Inkpen
- Amazing Grace - Mary Hoffman

Fairy Tales

Key Texts:

- The Gingerbread Boy - Ian Beck
- Goldilocks and the Three Bears - Ian Beck
- Little Red Riding Hood - Ian Beck

Further suggestions:

- Once Upon a Time - Nick Sharratt
- The Three Billy Goats Gruff - Nick Sharratt and Stephen Tucker

- Twice Upon a Time Series - Rose Impey
- The Great Big Enormous Turnip - Alexei Tolstoy and Helen Oxenbury The Tiger Child: A folk tale from India - Joanna Troughton

Traditional Tales

- The Great Big Enormous Turnip - Alexei Tolstoy and Helen Oxenbury The Tiger Child: A folk tale from India - Joanna Troughton

Year 2

Fairy tales

Key texts:

- Mufaro's Beautiful Daughters - John Steptoe
- Jamil's Clever Cat: a folktale from Bengal - Fiona French
- The Willow Pattern Story - Alan Drummond

Further Suggestions:

- The Paper Bag Princess - Robert Munsch
- The Boy Who Cried Wolf - Tony Ross
- Into the Forest - Anthony Browne
- Guess who's coming for dinner? - John Kelly
- Little Red – A fizzingly good yarn - Lynne Roberts
- Jasper's Beanstalk - Nick Butterworth

Traditional Tales

Key Texts:

- Just So Stories: How the Leopard Got his Spots (and others in the series) - Shoo Rayner

Further Suggestions:

- How the Whale Became - Ted Hughes (Note: this is a challenging text for year 2)
- Tiddalick the Frog - Susan Nunes
- Ahmed and the Feather Girl - Jane Ray
- How the zebra got its stripes - Justine & Ron Fontes
- How the camel got its hump - Justine & Ron Fontes
- How the turtle got its shell - Justine & Ron Fontes
- Tinga Tinga Tales: why giraffe has a long neck
- Tinga Tinga Tales: why lion ROARRRS!
- Tinga Tinga Tales: why monkeys swing in the trees
- Tinga Tinga Tales: why leopard has spots
- Tinga Tinga Tales: why chameleon changes colour
- Tinga Tinga Tales: why elephant has a trunk + some
- Tinga Tinga Tales are available on DVD
- Aesop's Funky Fables - Vivian French and Korky Paul

Year 3

Traditional tales - fables

Key Texts:

- The Very Best of Aesop's Fables - Margaret Clarke
- War and Peas - Michael Foreman
- I'll Take you to Mrs Col - Nigel Gray
- The Dragon Machine - Helen Ward
- The Great Kapok Tree - Lynne Cherry

Further Suggestions:

- A Tale of Two Wolves - Kelly Susan
- The Amazing Adventures of Idle Jack - Robert Leeson
- Daedalus and Icarus - Geraldine McCaugrean
- Rainbow Bird - Eric Maddern
- Too much talk - Angela Medearis
- The gift of the sun - Diane Stewart
- The hare and the tortoise - Helen Ward Rama and the Demon King, - Jessica Souhami
- Tusk, Tusk - David McKee

Fairy tales

Key texts:

- The Stinky Cheese Man - Jon Scieszka
- The True Story of the Three Little Pigs - Jon Scieszka
- The Three Little Pigs and the Big Bad Wolf - Eugene Trivizas
- Jim and the Beanstalk - Raymond Briggs
- The Lost Happy Endings - Carol Ann Duffy

Years 3 and 4

Stories with a theme

Key Texts:

- Bill's New Frock (gender stereotypes) - Anne Fine
- Cloud Busting (friendship/bullying) - Malorie Blackman
- Frog Belly Rat Bone (protecting the environment) - Timothy Basil

Further suggestions:

- The Angel of Nitshill Road (bullying) – Anne Fine
- Secret Friends (bullying/peer pressure) - Elizabeth Laird
- The Forbidden Game (bullying) – Malorie Blackman
- Rat heaven - Jeanne Willis (different points of view)
- Voices in the Park – Anthony Browne (different points of view)

Year 4

Myths and legends

- The Orchard Book of Greek Myths by Geraldine McCaughrean, Myths and legends
- Greek Myths by Marcia Williams, Myths and legends
- The Hamilton Book of Traditional Tales, Myths and legends

Stories with different settings (wide range of books)

Key Texts:

- Cloud Tea Monkeys (set in another country) - Mal Peet
- The Butterfly Lion (historical setting) - Michael Morpurgo
- Children of Winter (historical setting) - Berlie Doherty
- The Ice Palace (imaginary worlds) - Robert Swindells

Further Suggestions:

- Stories set in imaginary worlds
- The Dream Master - Theresa Breslin
- Aquila (science-fiction) - Andrew Norriss
- Dragon's Child - Jenny Nimmo
- Seth and the Strangers - Jenny Nimmo

Stories with a theme

Key Texts:

- Bill's New Frock (gender stereotypes) - Anne Fine
- Cloud Busting (friendship/bullying) - Malorie Blackman
- Frog Belly Rat Bone (protecting the environment) - Timothy Basil

Further suggestions:

- The Angel of Nitshill Road (bullying) – Anne Fine
- Secret Friends (bullying/peer pressure) - Elizabeth Laird
- The Forbidden Game (bullying) – Malorie Blackman

- Rat heaven - Jeanne Willis (different points of view)
- Voices in the Park – Anthony Browne (different points of view)

Years 5 and 6

Books from literary heritage

- Narnia Stories – CS Lewis
- Harry Potter series – JK Rowling
- Why the Whales Came – Michael Morpurgo
- Oliver Twist – Charles Dickens
- Kensuke's Kingdom – Michael Morpurgo
- A Christmas Carol – Charles Dickens
- Stig of the Dump – Clive King
- Snow Spider – Jenny Nimmo
- Macbeth for Kids, Louis Burdett
- The Wolves of Willoughby Chase – Joan Aiken
- Peter Pan – J. M. Barrie
- The Hound of the Baskervilles – Sir Arthur Conan Doyle (adapted by Chris Mould)
- The Wind in the Willows – Kenneth Grahame
- The Jungle Book – Rudyard Kipling
- Alice's Adventures in Wonderland – Lewis Carroll
- The Adventures of Sherlock Holmes, Sir Arthur Conan Doyle

Traditional tales – legends

Key Texts:

- Sir Galwain and the Loathly Lady, Selina Hastings
- Don Quixote, Marcia Williams
- Arthur: The Seeing Stone, Kevin Crossley-Holland

Further suggestions:

- Beowulf – K. Crossley-Holland
- The Story of Robin Hood – R. Leeson
- Arthur, High King of Britain – Michael Morpurgo
- The Tale of Tales – Tony Mitton
- Myths and Legends – Anthony Horowitz
- Arion and the Dolphin – Vikram Seth
- Just So Stories – Rudyard Kipling

Other cultures and traditions

- Journey to Jo'burg, Beverley Naido
- A Thief in the Village and Other Stories, James Berry
- The Pearl Diver, Julia Johnson
- Premiata and the Festival of Light, Rumer Godden

- Village by the Sea, Anita Desai
- The Firework Maker's Daughter, Phillip Pullman
- Refugee Boy, Benjamin Zephaniah
- Bitter Chocolate, Sally Grindley

Appendix 2

- Recommended Poetry List

Year 1

A First Poetry Book, Pie Corbett and Gaby Morgan
 Poems to Perform, Julia Donaldson
 My First Oxford Book of Poems
 Caribbean Counting Rhyme, Pamela Mordecai
 Poor Old Lady, Anonymous

Year 2

Jaws and Claws and Things with Wings, Valerie Bloom
 Off by Heart, Roger Stevens
 The Days of the Month, Old Song
 A Visit from St Nicholas, Clement Clarke Moore
 Caterpillar, Christina Rossetti
 The Cat in the Hat, Dr Seuss
 Pleasant Sounds, John Clare

Years 3 and 4

Please Mrs Butler, Allan Ahlberg
 The Owl and the Pussycat, Edward Lear
 Bedtime – Eleanor Farjeon
 Tea with Aunty Mabel, Jeanne Willis
 My Shadow, Robert Louis Stevenson
 Little Things, Ebenezer Cobham Brewer
 The Pied Piper of Hamelin, Robert Browning
 What are Heavy, Christina Rossetti

Years 5 and 6

Jabberwocky – Lewis Carrol
 If, Rudyard Kipling
 Daffodil, William Wordsworth
 Kubla Khan, Samuel Taylor Coleridge
 To Autumn, John Keats
 The Fish, Elizabeth Bishop
 The Tyger, William Blake
 The Highwayman, Alfred Noyes
 All the World's A Stage, William Shakespeare
 It Could Not Be Done – Edgar Albert Guest

Year 3 and 4 word list