

National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- reading easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

	EYFS Age 3 - 4 Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonics and decoding	<p>Develop their phonological awareness so that they can: Spot and suggest rhymes Count or clap syllables in words. Recognise words with the same initial sound, such as money and mother.</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> • applying phonic knowledge and skills as the route to decoding words • blending sounds in unfamiliar words using the GPCs that they have been taught • responding speedily, giving the correct sound to graphemes for all of the 40+ phonemes • reading words containing taught GPCs • reading words containing -s, -es, -ing, -ed and -est endings • reading words with contractions, e.g. I'm, I'll and we'll 	<ul style="list-style-type: none"> • continuing to applying phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent • reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • accurately reading most words of two or more syllables • reading most words containing common suffixes 	<ul style="list-style-type: none"> • using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) • applying growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud • applying growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud 	<ul style="list-style-type: none"> • reading most words fluently, attempting to decode any unfamiliar words with increasing speed and skill • applying knowledge of root words, prefixes and suffixes / word endings to read aloud fluently 	<ul style="list-style-type: none"> • reading most words fluently and attempting to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • applying growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently 	<ul style="list-style-type: none"> • reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending • decoding any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

<p>Word reading – common exception words</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<ul style="list-style-type: none"> reading Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> reading most Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> beginning to read Y3/Y4 exception words 	<ul style="list-style-type: none"> reading all Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> reading most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word
<p>Word reading - fluency</p>	<p>Understand the five key concepts about print: Print has meaning The names of different parts of a book Print can have different purposes Page sequencing We read English text from left to right and from top to bottom</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> accurately reading texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words re-reading texts to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> reading aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation re-reading books to build up fluency and confidence in word reading reading words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts 	<ul style="list-style-type: none"> Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 		

Comprehension -understanding and correcting inaccuracies

Enjoy listening to longer stories and can remember much of what happens.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions

Listen to and talk about stories to build familiarity and understanding.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- checking that a text makes sense to them as they read, self-correcting

- showing understanding by 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, correcting inaccurate reading

Comprehension – comparing, contrasting and commenting

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- listening to and discussing a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently
- linking what they have read or have read to their own experiences
- retelling familiar stories in increasing detail
- joining in with discussions about a text, taking turns and listening to what others are saying
- discussing the significance of titles and events

- participating in discussions about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views
- becoming increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales
- discussing the sequence of events in books and how items of information are related
- recognising simple recurring literary language in stories and

- recognising, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- using appropriate terminology when discussing texts (plot, character, setting)

- discussing and comparing texts from a wide variety of genres and writers
- reading for a range of purposes
- identifying themes and conventions in a wide range of books
- referring to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the using of presentational devices such as numbering and headings)
- identifying how language, structure and presentation contribute to meaning
- identifying main ideas

- reading a wide range of genres, identifying the characteristics of text types (such as the using of the first person in writing diaries and autobiographies) and differences between text types
- participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- identifying main ideas drawn from more than one paragraph and summarising these
- recommending texts to peers based on

- reading for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- recognising more complex themes in what they reading (such as loss or heroism)
- explaining and discussing their understanding of what they have reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where

			<p>poetry</p> <ul style="list-style-type: none">• asking and answering questions about a text• making links between the text they are reading and other texts they have read (in texts that they can read independently)		<p>drawn from more than one paragraph and summarising these</p>	<p>personal choice</p>	<p>necessary</p> <ul style="list-style-type: none">• listening to guidance and feedback on the quality of their explanations and contributions to discussions, making improvements when participating in discussions• drawing out key information and summarising the main ideas in a text• distinguishing independently between statements of fact and opinion, providing reasoned justifications for their views• comparing characters, settings and themes within a text and across more than one text
--	--	--	---	--	---	------------------------	--

<p style="text-align: center;">Comprehension – inference and prediction</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> ● beginning to making simple inferences ● predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> ● 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 in a text 	<ul style="list-style-type: none"> ● asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives ● justifying predictions using evidence from the text 	<ul style="list-style-type: none"> ● drawing inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text ● justifying predictions from details stated and implied 	<ul style="list-style-type: none"> ● drawing inferences from characters' feelings, thoughts and motives ● making predictions based on details stated and implied, justifying them in detail with evidence from the text 	<ul style="list-style-type: none"> ● considering different accounts of the same event, discussing viewpoints, both of authors and of fictional characters ● discussing how characters change and develop through texts by drawing inferences based on indirect clues
--	---	---	---	--	---	---	--

Poetry and performance

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Remember and sing entire songs.

Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Engage in story times.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Make use of props and

- reciting simple poems by heart

- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear

- preparing and performing poems and play scripts, showing some awareness of the audience when reading aloud
- beginning to use appropriate intonation and volume when reading aloud

- recognising and discussing some different forms of poetry e.g. free verse or narrative poetry
- preparing and performing poems and play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud

- continually showing an awareness of audience when reading out loud using intonation, tone, volume and action

- confidently performing texts (including poems learnt by heart) using a wide range of devices, engaging the audience and for effect

	<p>materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
--	--	--	--	--	--	--	--

<p style="text-align: center;">Non-fiction</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<ul style="list-style-type: none"> recognising that non-fiction books are often structured in different ways 	<ul style="list-style-type: none"> retrieving and recording information from non-fiction texts 	<ul style="list-style-type: none"> using all of the organisational devices available within a non-fiction text, retrieving, recording and discussing information using dictionaries, checking the meaning of words that they have reading 	<ul style="list-style-type: none"> using knowledge of texts and organisation devices, retrieving, recording and discussing information from fiction and non-fiction texts 	<ul style="list-style-type: none"> retrieving, recording and presenting information from non-fiction texts using non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review
---	--	--	---	---	---	--	--