



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common exception/ high frequency and familiar words. Read sentences made up of words with taught sounds and common exception words.	<ul style="list-style-type: none"> <li>*apply phonic knowledge to decode words</li> <li>*speedily read all 40+ letters/groups for 40+ phonemes</li> <li>*read accurately by blending taught GPC</li> <li>*read common exception words</li> <li>*read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>*read multi-syllable words containing taught GPCs</li> <li>*read contractions and understand use of apostrophe</li> <li>*read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multi-syllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondances</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondances between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondances between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*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 that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*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 that they meet</li> </ul>
<b>Range of Reading</b>	Read sentences made up of words with taught sounds and common exception words. Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. To use non-fiction books to develop new knowledge and vocabulary.	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of poems, stories and non-fiction texts at a level beyond that at which they can read independently</li> <li>*be encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction texts at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks</li> <li>*read books that are structured in different ways and read for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks</li> <li>*read books that are structured in different ways and read for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks</li> <li>*read books that are structured in different ways and read for a range of purposes</li> <li>*make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks</li> <li>*read books that are structured in different ways and read for a range of purposes</li> <li>*make comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	<ul style="list-style-type: none"> <li>*become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognise and join in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales</li> <li>*recognise simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>*identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>*identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	<ul style="list-style-type: none"> <li>*learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>*continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*learn a wider range of poetry by heart preparing 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</li> </ul>	<ul style="list-style-type: none"> <li>*learn a wider range of poetry by heart preparing 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</li> </ul>
<b>Word meanings</b>	Talk about elements of a topic using newly introduced vocabulary.	<ul style="list-style-type: none"> <li>*discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>*discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>*discuss their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>*use dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>*use dictionaries to check the meaning of words that they have read</li> </ul>		
<b>Understanding</b>	Understand how to listen carefully. Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. Talk about elements of a topic using newly introduced vocabulary and	<ul style="list-style-type: none"> <li>*draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>*check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*discuss the sequence of events in books and how items of information are related</li> <li>*draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>*check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*ask questions to improve their understanding of a text</li> <li>*identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>*check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*ask questions to improve their understanding of a text</li> <li>*identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>*check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*ask questions to improve their understanding</li> <li>*summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>*check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*ask questions to improve their understanding</li> <li>*summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>

	extending sentences using a range of conjunctions to offer extra explanation and detail.						
<b>Inference</b>	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events.	*discuss the significance of the title and events *make inferences on the basis of what is being said and done	*make inferences on the basis of what is being said and done *answer and ask questions	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
<b>Prediction</b>	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	*predict what might happen on the basis of what has been read so far	*predict what might happen on the basis of what has been read so far	*predict what might happen from details stated and implied	*predict what might happen from details stated and implied	*predict what might happen from details stated and implied	*predicting what might happen from details stated and implied
<b>Authorial Intent</b>				*discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning	*discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning	*identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>Non-fiction</b>	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.		*be introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
<b>Discussing reading</b>	Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.  Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.  Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.  Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	*participate 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	*participate in discussion about books, poems & other works that are read to them & those that 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 that they listen to and those that they read for themselves	*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	*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	*recommend books that they have read to their peers,  giving reasons for their choices *participate 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	*recommend books that they have read to their peers,  giving reasons for their choices *participate 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

NC objectives for Year 3 and Year 4 are identical. Objectives are therefore introduced in Year 3 and consolidated in Year 4.

NC objectives for Year 5 and Year 6 are identical. Objectives are therefore introduced in Year 5 and consolidated in Year 6.