

North Wootton Academy – Reading Objectives

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading Fluency</b>						
<p>Hears and says initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and know which letter represents some of them.</p>	<p><b>Use phonic knowledge as a primary approach to reading:</b></p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&amp;S or equivalent Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs at Phase 5 L&amp;S or equivalent</p> <p>Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words at age-appropriate level (Phase 5 L&amp;S level or equivalent)</p> <p>Re-read these books to build up their fluency and confidence in word reading. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p><b>Continue to apply phonic knowledge and skills as the route to decode words:</b></p> <p>Decoding has become embedded and reading is fluent at Phase 6 L&amp;S or book band level white or equivalent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole (see Appendix 1: Spelling pg 59).</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet e.g. 'forget' – forgotten, forgetful</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. calendar, grammar, guide, heart, naughty, strength.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. 'limit' - limitless, unlimited</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word as set out in the 3/4 common exception word list</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'obey' disobedience, obediently.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Width of Reading: Shared Reading</b>						
<p>Enjoys an increasing range of books.</p> <p>Listens to and joins in with stories and anticipates key events and phrases in rhymes and stories.</p> <p>Listens to stories with increasing attention and recall.</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, Contributing relevant ideas and thoughts to discussion</p> <p>Being encouraged to link what they read or hear read to their own experiences identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too, I've been to the castle/beach/city.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e.g. what typically happens to good and bad characters, differences between story settings.</p> <p>Recognising and joining in with predictable phrases e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>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.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and is able to recount details of them.</p> <p>Recognising simple recurring literary language in stories and poetry e.g. identifying rhyming words and alliteration in poetry.</p> <p>Continuing to build up a repertoire of poems learnt by heart (approx. 10), appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand that non-fiction books that are structured in different ways</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences.</p> <p>Reading books that are structured in different ways and reading for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying and discussing themes and conventions in a wide range of writing e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.</p> <p>Reading books that are structured in different ways and reading for a range of purposes e.g. specialist books for advice on sports or hobbies, following a series by the same writer.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying and discussing themes and conventions in *and across* a wide range of writing, identifying and discussing some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.</p> <p>Reading books that are structured in different ways and reading for a range of purposes, with independence: e.g. manga and graphic novels, comical history series.</p> <p>Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.</p> <p>Making comparisons within and across books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.</p> <p>Reading books that are structured in different ways and reading for a range of purposes e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.</p> <p>Making comparisons within and across books between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.</p> <p>Increasing their familiarity with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy.</p> <p>Identifying and discussing themes and conventions in and across a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.</p> <p>Distinguish between statements of fact and opinion.</p>

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<b>Poetry</b>						
Continues a rhyming string.			<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts.</p> <p>Recognising some different forms of poetry, (e.g. free verse, narrative poetry).</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action and volume, using drama approaches with individual interpretation.</p> <p>Can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.</p>	<p>Learning a wider range of poetry by heart.</p> <p>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.</p>	<p>Learning a wider range of poetry by heart.</p> <p>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.</p>
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Debate</b>						
			<p>Participate in discussion about both books that are read to them and those they can read for themselves, building on what others say, challenging others courteously and being challenged and responding appropriately in turn.</p>	<p>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 e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates.</p>	<p>Participate 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 e.g. asking other to justify their opinions and views with evidence for the text.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>Participate 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 e.g. suggesting alternative interpretations and being open to those suggested by others.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, providing a thorough explanation of their points and prepare responses to likely conflicting opinions.</p>

## VIPERS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary		Discussing word meanings, linking new meanings to those already known draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible. Discussing their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!'	Using dictionaries to check the meaning of words that they have read e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult.  Independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport.  Discussing words and phrases that capture the reader's interest and imagination and explaining why.	Using dictionaries to check the meaning of words that they have read.  Discussing words and phrases that capture the reader's interest and imagination and can usually say why, explaining the effect on them as a reader	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.
Inference		Making inferences on the basis of what is being said and done e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.	Making inferences on the basis of what is being said and done e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person.  Regularly use inferences when answering and asking questions.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence from the text.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence.
Prediction	Suggests how the story might end.	Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.	Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals.	Begin to read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Predicting by usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader and using this information to justify their opinion using APE.
Explanation		Explain clearly their understanding of what is read to them, expressing views about events or characters in the story.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were?  Identifying how language, structure, and presentation contribute to meaning and help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary.	Asking questions to improve their understanding of a text.  Identifying how language, structure, and presentation contribute to meaning e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one.	Asking questions to improve their understanding e.g. I wonder why or if...  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.  Identifying how language, structure and presentation contribute to meaning e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently..	Asking questions to improve their understanding e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow? Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identifying how language, structure and presentation contribute to meaning and comment upon the authors intent when using this. Provide reasoned justifications for their views with up to three points succinctly presented.

						Provide reasoned justifications for their views with at least two pieces of evidence	
<b>Retrieval</b>		<p>Drawing on what they already know or on background information and vocabulary provided by the teacher, asking and answering 'how' and 'why' questions about what they have read and know where to look for information.</p> <p>Discussing the significance of the title and events e.g. explaining why 'We are Going on a Bear Hunt' is a good title because the children looked and looked everywhere for bears.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher to answer 'how' and 'why' retrieval questions, orally explaining how they know this.</p>	<p>Retrieve and record information from non-fiction, recording information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).</p>	<p>Retrieve and record information from non-fiction Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier.</p>	<p>Retrieve, record and present information from non-fiction Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels.</p>	<p>Retrieve, record and present information from non-fiction. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.</p>
<b>Sequence or Summarise</b>		<p>Participate in discussion about what is read to them, remembering significant events/key information and usually follows the agreed rules for effective discussion with a partner.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Participate in discussion about books, poems and other works that are read to them contributing ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6.</p>	<p>Identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>Independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.</p> <p>Recommend books through confidently sharing their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien's..to..because.</p>