

Key Stage 2- English Reading Objectives

		Year 3 and Year 4	Year 5 and Year 6
Word Reading		Pupils should be taught to: 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology, as listed on spellings objectives sheet), both to read aloud and to understand the meaning of new words they meet. 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Pupils should be taught to: 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology, as listed on spellings objectives sheet), to read aloud and to understand the meaning of new words that they meet.
		Pupils should be taught to: Develop positive attitudes to reading and understanding about both books that are read to them, and those they can read for themselves, by participating in discussions about them and taking turns to listens to what others say about them too:	Pupils should be taught to: Maintain positive attitudes to reading and understanding about both books that are read to them, and those they can read for themselves, building on their own and others’ ideas and challenging views courteously:
Comprehension	Range of Texts	1a. (listening to and) Discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 1b. Reading books that are structured in different ways and reading for a range of purposes 1c. Using dictionaries to check the meaning of words that they have read 1d. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 1f. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 1h. Recognising some different forms of poetry [for example, free verse, narrative poetry]	1a. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 1b. Reading books that are structured in different ways and reading for a range of purposes 1c. Increasing 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 1d. Recommending books that they have read to their peers, giving reasons for their choices 1g. Learning a wider range of poetry by heart 1h. 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
	Text Retrieval	A- Use various strategies to help locate specific information from a text and begin to make notes (annotate) located information (e.g. skimming and scanning to find key words, text marking, close reading) B- Use blurbs, chapter headings, glossaries and indexes to search for information more quickly and accurately. C- Some relevant points identified and comments on these points include references or quotations from the text (at this point children may paraphrase parts of the text, rather than use the text to support their comment)	A- Text marking and annotating when skimming and scanning to identify main ideas B- Most relevant points are clearly identified, including those selected from different places within the text. C- Comments are supported by relevant textual reference or quotation D- Begin to expand and summarise points using textual reference/quotation to support their ideas/argument
	Making Inferences	2c. Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (e.g.” walking good” means “walking carefully” or based on personal speculation e.g. a response based on what they personally would be feeling- beginning to do this at different points within a text) 2d. Predicting what might happen from details stated and implied	2c. Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (comments make inferences based on evidence from different points in a text and on evidence across the text e.g. “you know her Dad was lying because earlier she saw him take the letter”) (identify difference between personal significance (what it means to the reader) and interpretation (what the author may have intended) 2d. Predicting what might happen from details stated and implied 8. Provide reasoned justifications for their views.
	The Whole Text	1e. Identifying themes and conventions in a wide range of books 2a. (checking that the text makes sense to them) Discussing their understanding and explaining the meaning of words in context 2b. Asking questions to improve their understanding of a text 2e. Identifying main ideas drawn from more than one paragraph and summarising these 2f. Identifying how language, structure, and presentation contribute to meaning (e.g. language- identify basic features of writers’ use of language e.g. where language is used to create a certain mood, structure and presentation- use various organisational features when appropriate e.g. main and sub-titles) 3. Retrieve and record information from non-fictio	1e. Identifying and discussing themes and conventions in and across a wide range of writing 1f. Making comparisons within and across books 2a. (checking that the book makes sense to them) Discussing their understanding and exploring the meaning of words in context 2b. Asking questions to improve their understanding of a text 2e. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 2f. Identifying how language, structure and presentation contribute to meaning (e.g. language- understands how word order, punctuation, connectives can shape the meaning of sentences and the effect these may have on the reader e.g. using short sentences to build tension, structure- e.g. introducing a topic and then going on to explain it in the next paragraph) 4. Distinguish between statements of fact and opinion. 5. Retrieve, record (and present) information from non-fiction. 7. 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
	Language for Effect	1g. Discussing words and phrases that capture the reader’s interest and imagination (comments on the writer’s choice of words and phrases e.g. “disgraceful” is a good word to use to show he is upset beginning to discuss the effect this then has on the reader)	3. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (identify various features of writer’s use of language, and the effect this has on the reader. with some explanation e.g. when it gets to the climax they speak quickly in short sentences to build tension)
Spoken Language	These statements apply to all year groups and the content should be taught at a level appropriate to the age of the pupils. 1. Listen and respond appropriately to adults and their peers 2. Ask relevant questions to extend their understanding and knowledge. 3. Use relevant strategies to build their vocabulary. 4. Articulate and justify answers, arguments and opinions. 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 8. Speak audibly and fluently with an increasing command of Standard English. 9. Participate in discussions, presentations, performances, role play, improvisations and debates. 10. Gain, maintain and monitor the interest of the listener(s). 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others 12. Select and use appropriate registers for effective communication.		