



Creating a community where we learn together through respect, kindness, curiosity and faith

Reading overview

EYFS – early learning goals

Literacy – word reading

Children at the expected level of development will:

- 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.

Communication and Language — Listening, Attention and Understanding:

Children at the expected level of development will:

- 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;
- make comments about what they have heard and ask questions to clarify their understanding;
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language — Speaking:

Children at the expected level of development will:

- participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;
- express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Suggested books, poetry, texts: Paddington, Fairytales and traditional stories, Pumpkin Soup, Where the Poppies Grow, Stick Man and a variety of other short stories

These objectives will be covered through: phonics, reading aloud to adults, adults reading to the class, Literacy lessons and continuous provision

Year 1 Reading Objectives

	Objective
Decoding	Read common exception words (Year 1 Spellings)
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable
	Read aloud, accurately and independently books that are consistent with their developing phonic knowledge.
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Comprehension / Retrieval	Checking the text makes sense as they read and self-correct mistakes.
	Explaining clearly their understanding of what is read to them.
	Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.
	Predicting what might happen from what has been read so far
	Linking their own experiences to their reading and using these to help understand the text.
Themes & Conventions	Understanding the particular characteristics of fairy tales and traditional stories
	Discussing the significance of the title and events
Others	Retelling well known stories such as fairy tales and traditional stories
	Learning to appreciate poetry/rhymes and recite some by heart
	Participating 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.

Suggested books, poetry, texts: Owl Babies, Peace at Last, Nocturnal Animals, The Moon, A Little Bit of Winter, The Owl and the Pussycat, The Birthday Presents, Asha in the Attic, Handa's Surprise, Miranda the Explorer, Kakadu Jack, Faraway Tree and a variety of other extracts, non-fiction texts and poetry

These objectives will be covered through: phonics, reading aloud to adults, adults reading to the class, guided reading, English lessons, whole class reading

Year 2 Reading Objectives

	Objective
Decoding	Read common exception words (Year 2 Spellings).
	Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.
	Read most words quickly and fluently without overt sounding/blending.
	Read and recognise alternate sounds for different graphemes.
	Read words with common suffixes (ed, ing).
Comprehension / Retrieval	Checking the text makes sense as they read and self-correcting mistakes.
	Explaining clearly their understanding of what is read to them.
	Asking and answering questions about books
	Discuss the sequence of events in a book and how events are related
	Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.
	Predicting what might happen from what has been read so far
	Linking their own experiences to their reading and using these to help understand the text.
Language for Effect	Discussing favourite words and phrases and explaining why they like them
	Recognising recurring language in poems/stories
Themes & Conventions	Reading non-fiction books organised in different ways
Others	Retelling well known stories including fairy tales and traditional stories.
	Learning to appreciate poetry/rhymes and recite some by heart
	Participating 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.

Suggested books, poetry, texts: Meerkat Mail, Paddington, Dear Earth, The Storm Whale, Charlie and the Factory, The King who Banned the Dark and a variety of other extracts, non-fiction texts and poetry

These objectives will be covered through: phonics, reading aloud to adults, adults reading to the class, guided reading, English lessons, whole class reading

Years 3/4 Reading Objectives

	Objective
Decoding	Read common exception words (Year 3 or Year 4 spellings)
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Identifying the main ideas drawn from more than one paragraph and summarising these
	Asking questions to improve their understanding
	Retrieving, recording and presenting information from non-fiction
	Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied
	Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence
Language for Effect	Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning
	Identifying how language, structure, and presentation contribute to meaning
Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Retelling well known stories (fairy tales, myths, legends) orally
	Recognising some different forms of poetry [for example, free verse, narrative poetry]
	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	Participating 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.

Suggested books, poetry, texts:

Year 3: How to Wash a Woolly Mammoth, Stig of the Dump, The Christmasaurus, Escape to Pompeii, The Romans: Gods, Emperors & Dormice, The Creakers, The Ancient Egyptian Sleepover, Fantastic Mr Fox, The Hodgeheg and a variety of other extracts, non-fiction texts and poetry

Year 4: The Firework Maker's Daughter, The Explorer, Pugs of the Frozen North, Kensuke's Kingdom and a variety of other extracts, non-fiction texts and poetry

These objectives will be covered through: reading aloud to adults, adults reading to the class, English and spelling lessons, whole class reading lessons

Years 5/6 Reading Objectives

	Objective
Decoding	Read common exception words (Year 5 or Year 6 spellings)
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Distinguishing between statements of fact and opinion
	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (précising longer passages)
	Retrieving, recording and presenting information from non-fiction.
	Asking questions to improve their understanding
	Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Language for Effect	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.
Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Making comparisons within and across books (e.g. comparing characters or books by the same author)
	Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)
	Recommending books that they have read to their peers, giving reasons for their choices.
	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience

Suggested books, poetry, texts:

Year 5: Rooftoppers, Lost Words, Diver's Daughter, Rumblestar, Who Let the Gods Out, What's That in Dog Years?, The Middler, Survivors, All the Things That Could Go Wrong, How to Live Forever and a variety of other extracts, non-fiction texts and poetry

Year 6: Wild Boy, Holes, Letters from the Lighthouse, The Haunting of Aveline Jones, Kick, The Viewer, Sulwe, The Dot, Hidden Figures and a variety of other extracts, non-fiction texts and poetry

These objectives will be covered through: reading aloud to adults, adults reading to the class, English and spelling lessons, whole class reading lessons