



# Devon Moors Federation

KEY OBJECTIVES IN READING FOR

KEY STAGE 1

AND

KEY STAGE 2

## YEAR 1 READING - KEY OBJECTIVES

- 1 Speedily read all 40+ letters/groups for 40+ phonemes.
- 2 Read accurately by blending taught GPC.
- 3 Read common exception words.
- 4 Read common suffixes (-s, -es, -ing, -ed, etc.).
- 5 Read multi-syllable words containing taught gpcs.
- 6 Read contractions and understanding use of apostrophe.
- 7 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- 8 Recognising and joining in with predictable phrases.
- 9 Learning to appreciate rhymes and poems, and to recite some by heart.
- 10 Drawing on what they already know or on background information and vocabulary provided by the teacher.
- 11 Checking that the text makes sense to them as they read and correcting. inaccurate reading.
- 12 Discussing the significance of the title and events.
- 13 Making inferences on the basis of what is being said and done.
- 14 Predicting what might happen on the basis of what has been read so far.
- 15 Explain clearly their understanding of what is read to them.

## YEAR 2 READING - KEY OBJECTIVES

- 1 Secure phonic decoding until reading is fluent.
- 2 Read accurately by blending, including alternative sounds for graphemes.
- 3 Read multi-syllable words containing these graphemes.
- 4 Read common suffixes.
- 5 Read exception words, noting unusual correspondences.
- 6 Read most words quickly & accurately without overt sounding and blending.
- 7 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.
- 8 Recognising simple recurring literary language in stories and poetry.
- 9 Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- 10 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- 11 Discussing the sequence of events in books and how items of information are related.
- 12 Making inferences on the basis of what is being said and done.
- 13 Answering and asking questions.
- 14 Predicting what might happen on the basis of what has been read so far.
- 15 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## YEAR 3-4 READING – KEY OBJECTIVES

- 1 Apply their growing knowledge of root words, prefixes and suffixes to read aloud.
- 2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- 3 Retelling some of these (fairy tales, traditional tales, etc.) orally.
- 4 Identifying themes and conventions in a wide range of books.
- 5 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- 6 Recognising some different forms of poetry.
- 7 Using dictionaries to check the meaning of words that they have read.
- 8 Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- 9 Identifying main ideas drawn from more than one paragraph and summarising these.
- 10 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- 11 Justify inferences with evidence.
- 12 Discussing words and phrases that capture the reader's interest and imagination.
- 13 Identifying how language contributes to meaning.
- 14 Identifying how structure and presentation contribute to meaning.
- 15 Retrieve and record information from non-fiction

## YEAR 5-6 READING – KEY OBJECTIVES

- 1 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.
- 2 Making comparisons within and across books.
- 3 Modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- 4 Identifying and discussing themes and conventions in and across a wide range of writing.
- 5 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- 6 Asking questions to improve their understanding.
- 7 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
- 8 Predicting what might happen from details stated and implied.
- 9 Identifying how language, structure and presentation contribute to meaning.
- 10 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- 11 Recommending books that they have read to their peers, giving reasons for their choices.
- 12 Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
- 13 Explain and discuss their understanding of what they have read.
- 14 Including through formal presentations and debates.
- 15 Provide reasoned justifications for their views.