



Reading Year 1

Photograph of our children
reading

READING Year 1

| Strand | Objective | Child Speak Target |
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| Word | Apply phonic knowledge and skills as the route to decode words. | <i>I can read words by breaking them down into sounds.</i> |
| Word | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. | <i>I quickly read my given letters or groups of letters.</i> |
| Word | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. | <i>I read new words by blending letter sounds together.</i> |
| Word | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | <i>I can read some unusual words.</i> |
| Word | Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. | <i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i> |
| Word | Read other words of more than one syllable that contain taught GPCs. | <i>I can correctly read the longer words in my word list.</i> |
| Word | Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). | <i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i> |
| Word | 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. | <i>I correctly read aloud the words from my book.</i> |
| Word | Re-read these books to build up their fluency and confidence in word reading. | <i>I re-read my books so that I become a better reader.</i> |
| Comprehension | Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. | <i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i> |
| Comprehension | Being encouraged to link what they read or hear read to their own experiences. | <i>When I read, I can tell you of similar things that have happened to me.</i> |

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| Comprehension | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. | <i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i> |
| Comprehension | Recognising and joining in with predictable phrases. | <i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i> |
| Comprehension | Learning to appreciate rhymes and poems, and to recite some by heart. | <i>I have learned some rhymes or poems.</i> |
| Comprehension | Discussing word meanings, linking new meanings to those already known. | <i>I discuss what words mean.</i> |
| Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher. | <i>I understand the books I can read.</i> |
| Comprehension | Checking that the text makes sense to them as they read and correcting inaccurate reading. | <i>I check what I am reading makes sense as I am reading through it.</i> |
| Comprehension | Discussing the significance of the title and events. | <i>I discuss the titles and events from the books I read.</i> |
| Comprehension | Making inferences on the basis of what is being said and done. | <i>I can tell you about why a character does or says some things.</i> |
| Comprehension | Predicting what might happen on the basis of what has been read so far. | <i>I like to predict what happens next based on what I have read so far.</i> |
| Comprehension | Participate in discussion about what is read to them, taking turns and listening to what others say. | <i>I take turns to listen and discuss when I am in a group.</i> |
| Comprehension | Explain clearly their understanding of what is read to them. | <i>I can explain what has happened in the story someone has just read to me.</i> |

Reading Stages

| Colour Band | Year Group |
|------------------------------------|------------------------------------|
| Lilac (wordless Picture books) | Age 4-5 Foundation stage |
| Pink | Age 4-5 Foundation stage |
| Red | Age 4-5 Foundation stage |
| Yellow | Age 5-6 Foundation stage/Year 1 |
| Blue | Age 5-6 Year 1 |
| Green | Age 5-6 Year 1 |
| Orange | Age 5-6 Year 1/2 |
| Turquoise | Age 6-7 Year 2 |
| Purple | Age 6-7 Year 2 |
| Gold | Age 6-7 Year 2 |
| White | Age 6-7 Year 2 |
| Lime | Age 6-8 Year 2/3 |
| Free Reader - Short chapter books | Age 7-8 Year 3 |
| Free Reader - Longer chapter books | Year 4 onwards |



Reading Year 2

Photograph of our children
reading

READING Year 2

| Strand | Objective | Child Speak Target |
|---------------|---|--|
| Word | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. | <i>I can read words quickly because I know how to sound out all parts of a word.</i> |
| Word | Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. | <i>I read by blending together the sounds I know and can read out within a word.</i> |
| Word | Read accurately words of two or more syllables that contain the same graphemes as above. | <i>I can read words with two or three syllables.</i> |
| Word | Read words containing common suffixes. | <i>I can read words with common word endings, such as -ing and -ed.</i> |
| Word | Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | <i>I can read a range of unusual words from our word lists.</i> |
| Word | Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | <i>I can read most words quickly and accurately.</i> |
| Word | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | <i>When I see a word I have not read before, I can sound out the word without help from an adult.</i> |
| Word | Re-read these books to build up their fluency and confidence in word reading. | <i>When I re-read my books, I become better and better at reading the text.</i> |
| Comprehension | 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. | <i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i> |
| Comprehension | Discussing the sequence of events in books and how items of information are related. | <i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i> |

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| Comprehension | Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. | <i>I can tell you about all the different stories I have read.</i> |
| Comprehension | Being introduced to non-fiction books that are structured in different ways. | <i>I enjoy finding out about non-fiction books and how they are set out.</i> |
| Comprehension | Recognising simple recurring literary language in stories and poetry. | <i>I can recognise simple language patterns in stories and poems.</i> |
| Comprehension | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. | <i>I discuss the meaning of words.</i> |
| Comprehension | Discussing their favourite words and phrases. | <i>I am happy to tell you my favourite words and phrases from my reading.</i> |
| Comprehension | Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. | <i>I can say out loud a number of poems I have learnt.</i> |
| Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher. | <i>I understand the books I can read.</i> |
| Comprehension | Checking that the text makes sense to them as they read and correcting inaccurate reading. | <i>I check what I am reading makes sense as I read through it.</i> |
| Comprehension | Making inferences on the basis of what is being said and done. | <i>I can tell you why certain things happen in a book or why a character says the things they do.</i> |
| Comprehension | Answering and asking questions. | <i>I can answer and ask questions about what I have read.</i> |
| Comprehension | Predicting what might happen on the basis of what has been read so far. | <i>I like to guess what happens next in a story, using what I already know has gone on before.</i> |
| Comprehension | Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. | <i>I take turns to discuss and listen to others about what I have read.</i> |
| Comprehension | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | <i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i> |

Reading Stages

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|------------------------------------|------------------------------------|
| Lilac (wordless Picture books) | Age 4-5 Foundation stage |
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| Yellow | Age 5-6 Foundation stage/Year 1 |
| Blue | Age 5-6 Year 1 |
| Green | Age 5-6 Year 1 |
| Orange | Age 5-6 Year 1/2 |
| Turquoise | Age 6-7 Year 2 |
| Purple | Age 6-7 Year 2 |
| Gold | Age 6-7 Year 2 |
| White | Age 6-7 Year 2 |
| Lime | Age 6-8 Year 2/3 |
| Free Reader - Short chapter books | Age 7-8 Year 3 |
| Free Reader - Longer chapter books | Year 4 onwards |



Reading Year 3

Photograph of our children
reading

READING Year 3

| Strand | Objective | Child Speak Target |
|---------------|---|---|
| Word | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. | <i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i> |
| Word | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <i>I am aware that some words sound different to how they are spelt.</i> |
| Comprehension | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | <i>I can show you I have understood an increasing wide range of texts I have read.</i> |
| Comprehension | Reading books that are structured in different ways and reading for a range of purposes. | <i>I am able to choose from a range of books that are set out differently but give me the information I require.</i> |
| Comprehension | Using dictionaries to check the meaning of words that they have read. | <i>I can use a dictionary to check the meaning of new words.</i> |
| Comprehension | Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | <i>I can talk about different types of stories I have read.</i> |
| Comprehension | Identifying themes and conventions in a wide range of books. | <i>I can identify different themes and conventions in a wide range of books I read.</i> |
| Comprehension | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. | <i>I will perform poems and play scripts to read aloud to keep the listener interested.</i> |
| Comprehension | Discussing words and phrases that capture the reader's interest and imagination. | <i>I will discuss words and phrases that interest me.</i> |
| Comprehension | Recognising some different forms of poetry [for example, free verse, narrative poetry]. | <i>I can recognise different types of poetry.</i> |
| Comprehension | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | <i>I check what I am reading makes sense by talking about it.</i> |

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| Comprehe nsion | Asking questions to improve their understanding of a text. | <i>I ask questions to help me understand more about a book.</i> |
| Comprehe nsion | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | <i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i> |
| Comprehe nsion | Predicting what might happen from details stated and implied. | <i>I can predict events in stories from what I have read.</i> |
| Comprehe nsion | Identifying main ideas drawn from more than one paragraph and summarising these. | <i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i> |
| Comprehe nsion | Identifying how language, structure, and presentation contribute to meaning. | <i>I understand that the way books are set out help the reader to identify the meaning.</i> |
| Comprehe nsion | Retrieve and record information from non-fiction. | <i>I can use non-fiction books to find out about things.</i> |
| Comprehe nsion | 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. | <i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i> |



Reading Year 4

Photograph of our children
reading

READING Year 4

| Strand | Objective | Child Speak Target |
|---------------|---|---|
| Word | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. | <i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i> |
| Word | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <i>I am aware that some words sound different to how they are spelt.</i> |
| Comprehension | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | <i>I can show you I have understood an increasing wide range of texts I have read.</i> |
| Comprehension | Reading books that are structured in different ways and reading for a range of purposes. | <i>I am able to choose from a range of books that are set out differently but give me the information I require.</i> |
| Comprehension | Using dictionaries to check the meaning of words that they have read. | <i>I can use a dictionary to check the meaning of new words.</i> |
| Comprehension | Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | <i>I can talk about different types of stories I have read.</i> |
| Comprehension | Identifying themes and conventions in a wide range of books. | <i>I can identify different themes and conventions in a wide range of books I read.</i> |
| Comprehension | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. | <i>I will perform poems and play scripts to read aloud to keep the listener interested.</i> |
| Comprehension | Discussing words and phrases that capture the reader's interest and imagination. | <i>I will discuss words and phrases that interest me.</i> |
| Comprehension | Recognising some different forms of poetry [for example, free verse, narrative poetry]. | <i>I can recognise different types of poetry.</i> |
| Comprehension | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | <i>I check what I am reading makes sense by talking about it.</i> |

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| Comprehe nsion | Asking questions to improve their understanding of a text. | <i>I ask questions to help me understand more about a book.</i> |
| Comprehe nsion | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | <i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i> |
| Comprehe nsion | Predicting what might happen from details stated and implied. | <i>I can predict events in stories from what I have read.</i> |
| Comprehe nsion | Identifying main ideas drawn from more than one paragraph and summarising these. | <i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i> |
| Comprehe nsion | Identifying how language, structure, and presentation contribute to meaning. | <i>I understand that the way books are set out help the reader to identify the meaning.</i> |
| Comprehe nsion | Retrieve and record information from non-fiction. | <i>I can use non-fiction books to find out about things.</i> |
| Comprehe nsion | 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. | <i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i> |



Reading Year 5

Photograph of our children
reading

READING Year 5

| Strand | Objective | Child Speak Target |
|---------------|---|--|
| Word | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | <i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i> |
| Comprehension | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | <i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i> |
| Comprehension | Reading books that are structured in different ways and reading for a range of purposes. | <i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i> |
| Comprehension | 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. | <i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i> |
| Comprehension | Recommending books that they have read to their peers, giving reasons for their choices. | <i>I like to recommend books I have read to my friends.</i> |
| Comprehension | Identifying and discussing themes and conventions in and across a wide range of writing. | <i>I am able to identify and discuss themes and conventions in and across a wide range of writing.</i> |
| Comprehension | Making comparisons within and across books. | <i>I can make comparisons within and across books I have read.</i> |
| Comprehension | Learning a wider range of poetry by heart. | <i>I have learnt a wider range of poems by heart.</i> |
| Comprehension | 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. | <i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i> |
| Comprehension | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. | <i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i> |
| Comprehension | Asking questions to improve their understanding. | <i>I can ask questions about what I have read to further improve my understanding.</i> |

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| Comprehe nsion | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | <i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i> |
| Comprehe nsion | Predicting what might happen from details stated and implied. | <i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i> |
| Comprehe nsion | Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. | <i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i> |
| Comprehe nsion | Identifying how language, structure and presentation contribute to meaning. | <i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i> |
| Comprehe nsion | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | <i>I know authors use particular language which will have impact on me, the reader.</i> |
| Comprehe nsion | Distinguish between statements of fact and opinion. | <i>I can distinguish between statements of fact and opinion.</i> |
| Comprehe nsion | Retrieve, record and present information from non-fiction. | <i>I can retrieve, record and present information from non-fiction.</i> |
| Comprehe nsion | 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. | <i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</i> |
| Comprehe nsion | 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. | <i>I can present or debate on topics I have read about, using notes if necessary.</i> |
| Comprehe nsion | Provide reasoned justifications for their views. | <i>I am able to justify my views.</i> |



Reading Year 6

Photograph of our children
reading

READING Year 6

| Strand | Objective | Child Speak Target |
|---------------|---|--|
| Word | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | <i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i> |
| Comprehension | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | <i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i> |
| Comprehension | Reading books that are structured in different ways and reading for a range of purposes. | <i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i> |
| Comprehension | 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. | <i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i> |
| Comprehension | Recommending books that they have read to their peers, giving reasons for their choices. | <i>I like to recommend books I have read to my friends.</i> |
| Comprehension | Identifying and discussing themes and conventions in and across a wide range of writing. | <i>I am able to identify and discuss themes and conventions in and across a wide range of writing.</i> |
| Comprehension | Making comparisons within and across books. | <i>I can make comparisons within and across books I have read.</i> |
| Comprehension | Learning a wider range of poetry by heart. | <i>I have learnt a wider range of poems by heart.</i> |
| Comprehension | 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. | <i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i> |
| Comprehension | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. | <i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i> |
| Comprehension | Asking questions to improve their understanding. | <i>I can ask questions about what I have read to further improve my understanding.</i> |

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| Comprehe nsion | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | <i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i> |
| Comprehe nsion | Predicting what might happen from details stated and implied. | <i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i> |
| Comprehe nsion | Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. | <i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i> |
| Comprehe nsion | Identifying how language, structure and presentation contribute to meaning. | <i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i> |
| Comprehe nsion | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | <i>I know authors use particular language which will have impact on me, the reader.</i> |
| Comprehe nsion | Distinguish between statements of fact and opinion. | <i>I can distinguish between statements of fact and opinion.</i> |
| Comprehe nsion | Retrieve, record and present information from non-fiction. | <i>I can retrieve, record and present information from non-fiction.</i> |
| Comprehe nsion | 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. | <i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</i> |
| Comprehe nsion | 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. | <i>I can present or debate on topics I have read about, using notes if necessary.</i> |
| Comprehe nsion | Provide reasoned justifications for their views. | <i>I am able to justify my views.</i> |