

Meadowdale Primary School Key Reading Key Objectives

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop pleasure in reading, motivation to read and vocabulary and understanding by:		being able to discuss word meanings	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	starting to use dictionaries to check the meaning of words that they have read	using dictionaries and thesauruses to check the meaning of words they have read and find alternative ones		
		linking what they have read to their own experiences	discussing their favourite words and phrases	starting to discuss some words and phrases that capture the reader's interest and imagination	discussing words and phrases that capture the reader's interest and imagination	beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
							participating in discussion about books, building on their own and others ideas challenging views courteously
				reading poems and playscripts aloud, showing understanding through intonation, tone, volume and action	learning some poetry by heart	learning and performing a wider range of poetry by heart	explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
				listening to and read a wide range of books and retelling some of the stories orally			
					identifying and discussing themes and conventions in and across a wide range of writing	beginning to make comparisons within and across books	making comparisons within and across books
						beginning to identify and discuss themes and conventions in and across a wide range of writing	identifying and discussing themes and conventions in and across a wide range of writing
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		reading books (Turquoise by the end of the year) accurately and fluently					
		being able to self correct inaccurate reading most of the time	checking that the text makes sense to them and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	Demonstrate understanding when talking with others about what they have read.	being able to discuss the significance of the title and main events	discussing the sequence of events in books and how items of information are related	identifying main ideas drawn from more than one paragraph and summarising these	identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from more than one paragraph, identifying key details that support main ideas	summarising the main ideas drawn from more than one paragraph, identifying key details that support main ideas
	Respond to what they hear with relevant comments, questions and actions	making simple inferences based on what has been said and done	making inferences based on what is said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	drawing inferences such as inferring characters' feelings, thoughts and feelings from their actions and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and feelings from their actions and justifying inferences with evidence
	Listen to stories, accurately anticipating key events	making simple predictions based on what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
				retrieving and recording information from non-fiction	retrieving and recording information from non-fiction	distinguishing between statements of fact and opinion	distinguishing between statements of fact and opinion
				identifying how language contributes to meaning	identifying how language contributes to meaning	identifying how language, structure and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning
	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six

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Use phonic knowledge to decode regular words and read them accurately	responding speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	continuing to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet	applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet	applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet	applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
Blend sounds together using GPCs which have been taught so far	reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught	reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes				
		reading accurately two syllable words that contain the same graphemes as above				
Read some common irregular words	reading common exception words	reading further exception words, noting unusual correspondence between spelling and sound	reading and understanding the meaning of the further exception words from the Year 3 list	reading and understanding the meaning of further exception words from the Year 4 list	reading and understanding the meaning of further exception words from the Year 5 list	reading and understanding the meaning of further exception words from the Year 6 list
	reading 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	reading most words quickly and accurately (100 words per minute) without overt sounding and blending, when they have been frequently encountered				