Apply phonic knowledge and skills as the route to decode words

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Participate in discussion about what is read to them, taking turns and listening to
- what others say
- Explain clearly their understanding of what is read to them.

Reading readiness skill	Objectives to cover (These can be covered more than once with different text types)
Fact Finders	Can I answer simple questions about a story? Can I give facts about stories that I know? Can I retrieve basic facts from a text? (e.g. names of characters) Can I retrieve facts from an information text to answer retrieval questions? (e.g.- how many legs does a spider have?) Can I retell known stories? Can I answer questions in response to a direct question?
Digging Deeper	Can I make inferences based on pictures in a book? (e.g. the bear is sad) Can I say if I like or dislike a book? (based on reasons that they have read) Can I make an inference about a character's personality? (e.g. good or bad) Can I make simple predictions about a story based on the title? (I think this will be a funny book) Can I make predictions based on my own experiences? Can I make predictions about characters, using knowledge of a story?
Building Blocks	Can I recognise a repeating pattern in poem? Can I recite a repeated phrase or simple rhyme by heart? Can I identify the title of a text? (also why it might have that title) Can I identify how factual texts are set out for meaning? Can I explain my favourite parts of stories and why I like them? Can I explain my favourite characters and why I like them?
Picture Painters	Can I recognise when I don't understand a word, rather than reading on? Can I identify hard words /words I don't know and ask what they mean? Can I discuss unknown words? Can I ask what a word means? Can I explain what words mean? Can I picture the images of a story in my head? Can I find a word that means the same as another?

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- reread these books to build up their fluency and confidence in word reading
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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.
- being introduced to non-fiction books that are structured in different ways
- 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.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- understand both the books that they can already read accurately and fluently **and those that they listen to**

Reading readiness skill	Objectives to cover in each (These can be covered more than once with different text types)
Fact Finders	Can I retell common and traditional fairy tales? Can I place events in a simple sequence? Can I answer retrieval questions, identifying the answer from the text? Can I say how I know the answer to a question? Can I give detail when retrieving answers? (more than one word) Can I ask questions about a text?
Digging Deeper	Can I identify how a character is feeling, based on pictures? Can I identify how a character is feeling, based on text evidence? Can I infer character's thoughts and feelings based on what they have said or done? Can I make a prediction about what will happen next, based on what's happened so far? (can be about characters, storyline.)
Building Blocks	Can I simply order the events of a story using clues? (like first, second) Can I identify when factual information is linked to something I have read previously?(it said about that earlier on in the text) Can I identify how items are linked in information texts? (eg on each page it tells us something about what each animal eats) Can I recite a poem by heart using some expression?
Picture Painters	Can I recognise when I don't understand a word and question what it means? Can I use suffix knowledge to begin to help me understand the meaning of words? Can I explain the meaning of new words? Can I ask what new words mean? Can I find synonyms? Can I show the image that the author is painting with their language? Can I start to use a dictionary to check the meaning of words? Can I give definitions to words, making links to other known vocabulary? (miserable means sad, it's a better word for sad)

Year 3 ongoing objectives:

- Read texts fluently – using phonics as the first approach to decoding unknown words.
- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Listen to and discuss a range of fiction, poetry, plays, non-fiction
- Regularly listen to whole novels read aloud by the teacher
- Read a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion
- Prepare poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action
- Navigate texts in print and on screen
- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
- Develop and agree on rules for effective discussion
- Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups.

	Objectives to cover in each (These can be covered more than once with different text types)
Fact Finders	Can I scan a text for key information? Can I begin to skim a text for the main ideas? Can I sequence key events in a story, referencing details? Can I retell stories from a range of genres? Can I retrieve some facts from a non-fiction text? Can I use point and evidence in retrieval questions? Can I use ideas from more than one paragraph to answer a question? Can I retrieve relevant information from non-fiction and record notes in my own words?
Digging Deeper	Can I justify predictions with evidence from the text? Can I infer characters' feelings and thoughts from their actions? Can I justify predictions with reference to what has happened already? Can I use point/evidence to infer? (she is angry because it says in the text 'her face turned purple.' Can I make complex predictions using implied evidence? (eg the teacher needs someone she can trust and I don't think she trusts her so she won't let her look after the trophy).
Building Blocks	Can I recognise the key features in information texts? Can I recognise and name some types of poetry? Can I recognise and compare different types of poetry? And how they know? (e.g. it's a narrative because they are telling a story). Can I use the terms 'fiction' and 'non-fiction' to classify texts? Can I explain and evaluate the layout of non-fiction texts? (the numbers help us order the text)
Picture Painters	Can I use prefixes and suffixes to understand unknown words? Can I use word class to help me understand words? Can I read around a word to help me understand the meaning? Can I use a dictionary to check the meanings of unknown words? Can I identify descriptive language and explain meaning? Can I understand how an author uses word choices to create a picture? Can I explain the meaning of new vocabulary?

Year 4- ongoing skills

- Navigating texts to locate and retrieve information in print and on screen
- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say
- Develop, agree on and evaluate rules for effective discussion
    Making and responding to contributions in a variety of groups
- Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts
- Regularly listening to whole novels read aloud by the teacher
- Analyse and evaluate texts looking at language, structure and presentation
- Learning a range of poems by heart and rehearsing for performance
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.
- Reading books and texts for a range of purposes and responding in a variety of ways
- Continue to retell a wider range of less familiar tradition tales and stories.

Reading readiness skill	Objectives to cover in each (These can be covered more than once with different text types)
Fact Finders	Can I summarise the main ideas from a paragraph, giving reasons? Can I scan a text for key information? Can I identify main ideas from at least 2 paragraphs? Can I summarise information, giving more than one reason? (the character is evil because and 1/2 reasons why) Can I scan non-fiction texts and retrieve dates, numbers and names?
Digging Deeper	Can I draw inferences around a character's thoughts and feelings, using evidence? Can I make detailed predictions based on textual evidence? Can I use point and evidence to infer information? (e.g.- she is nervous because it says ' she is tapping her feet on the floor.') Can I make predictions based on evidence that is implied? (e.g. she is crying so you can imply she is upset so she might go and tell her parents.)
Building Blocks	Can I describe and compare different plot structures? Can I describe and analyse different types of poetry?(haikus, kennings etc) Can I identify how specific information is organised in a non-fiction texts? (text boxes, sub-headings, contents, bullet points, glossary, diagrams) Can I evaluate how non-fiction text features aid the understanding of the reader? Can I identify basic plot structures in a variety of texts? Can I explain how paragraphs can be used to build up ideas? (e.g. each paragraph gives you a reason for voting for them) Can I discuss the themes of a story and compare with other stories? (e.g., myths, legends) Can I recognise and describe different types of poetry?
Picture Painters	Can I read around the text to explain the meaning of unknown words? Can I use my understanding of prefixes and suffixes to help me understand words? Can I discuss similes and metaphors and why they are used? Can I use root words to help me understand unknown words? Can I understand how an author uses images and word choices to paint a picture? Can I explain the meaning of new vocabulary? Can I use a dictionary to check the meanings of unknown words? Can I use word class to help me understand words? Can I identify descriptive language and explain meaning?

Year 5/6

Ongoing skills (to be consider when planning and delivering all reading teaching)

- Use knowledge of root words to understand meanings of words
- Apply knowledge of prefixes to understand meaning of new words
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommend books to their peers with detailed reasons for their opinions.
- Reading books and texts that are structured in different ways for a range of purposes.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.
- Learn a wider range of poems by heart
- Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action and other dramatic effects so the meaning is clear to an audience.
- Use a reading journal to record on-going reflections and responses to personal reading.
- Explore texts in groups and deepening comprehension through discussion.
- Explore new vocabulary in context.
- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals
- 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.

Explain and discuss their understanding of what they have read, including through formal presentations and debates.

Reading readiness skill	Objectives to cover in each (These can be covered more than once with different text types)
Fact Finders	Can I scan the text for information? Can I skim the text for the general ideas? Can I use a combination of skimming, scanning and close reading to locate specific detail? Can I take useful and concise notes to support the presentation of information? Can I respond concisely to questions, referring to what I have read? Can I give 2 or more reasons in response to questions, using textual evidence? Can I make relevant notes from texts which are clear enough to show information?
Digging Deeper	Can I give reasons to support my views? Can I infer character's feelings, thoughts and motives from their actions? Can I re-read and read ahead to locate clues to support my understanding of inferred ideas? Can I predict what might happen from information that is stated and implied? Can I make comparisons within a text? Can I infer characters' feelings, actions and motives using point +evidence and explanation? Can I make comparisons within and across texts? (e.g. similar events in different books)
Building Blocks	Can I identify how language, structure and presentation contribute to meaning? Can I describe the conventions of different types of writing? Can I analyse and explain the conventions of different types of writing? (eg use of dialogue to indicate geographical and or historical settings for a story). Can I identify and distinguish between fact and opinion in a text? (Also across a range of texts) Can I explain themes within a text? Can I explain themes across a text? (heroism, friendship) Can I compare texts written in different time periods? (e.g. Shakespeare, Harry Potter)
Picture Painters	Can I use root words, prefixes and suffixes to understand new words? Can I explain how the author uses language for effect? Can I understand imagery and the picture it paints? Can I explain the effect of authors' choice of language and reasons why the author may have selected them? Can I understand how an author uses figurative language for effect? Also impact on the reader
Across skills	Can I answer three-mark questions?