

National Curriculum 2014

Reading objectives - Year 5

Objective	Child Speak Target
Word	
[KEY] Apply their initial 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 some of the words and word parts that understand already to think about what new words mean and sound like.</i>
Comprehension	
Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</i>
Reading books that are structured for a range of purposes.	<i>I understand books are set out in different ways for different purposes.</i>
[KEY] Increasing their familiarity with a 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 range of books.</i>
Recommending books that they have read to their peers, beginning to give reasons for their choices.	<i>I recommend books I have read to my friends.</i>
Identifying and discussing themes and conventions in and across a range of writing.	<i>I am able to identify and discuss themes across a range of writing.</i>
Beginning to make comparisons within and across books.	<i>I can make simple comparisons across books I have read.</i>
Learning a range of poetry by heart.	<i>I have learnt a few poems by heart.</i>
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.</i>
[KEY] Checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.	<i>I check my understanding of a text through discussion and exploring the meaning of words.</i>
Beginning to ask questions to improve their understanding.	<i>I can ask questions about what I have read.</i>
Beginning to draw inferences such as inferring characters' feelings, thoughts and	<i>I can see that characters do the things they do because of their feelings.</i>

motives from their actions, and justifying inferences with evidence.	
Beginning to predict what might happen from details stated and implied.	<i>I can predict what may happen in a story by thinking about what has happened up to now.</i>
[KEY] Beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to make simple summaries of a given number of paragraphs I have read.</i>
Beginning to identify how language, structure and presentation contribute to meaning.	<i>I can show how words, phrases and structure all contribute to make different meanings in texts I read.</i>
Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<i>I know authors use words or phrases which will have impact on a reader.</i>
Beginning to distinguish between statements of fact and opinion.	<i>I know the difference between a fact and an opinion.</i>
[KEY] Beginning to retrieve, record and present information from non-fiction.	<i>I can find and make notes on information from non-fiction.</i>
[KEY] Begin to 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 am beginning to participate in discussions about books I have read by listening to others' ideas.</i>
Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.	<i>I can debate topics I have read about.</i>
[KEY] Beginning to provide reasoned justifications for their views.	<i>I am able to explain my views.</i>

READING Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y6	Word			
KS 2 Y6	Word	[KEY] 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>	
KS 2 Y6	Comprehension			
KS 2 Y6	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>	
KS 2 Y6	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>	
KS 2 Y6	Comprehension	[KEY] 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>	
KS 2 Y6	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>	
KS 2 Y6	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>	
KS 2 Y6	Comprehension	Making comparisons within and across books.	<i>I can make comparisons within and across books I have read.</i>	
KS 2 Y6	Comprehension	Learning a wider range of poetry by heart.	<i>I have learnt a wider range of poems by heart.</i>	
KS 2 Y6	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</i>	

			<i>understanding.</i>	
KS 2 Y6	Comprehension	[KEY] 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>	
KS 2 Y6	Comprehension	Asking questions to improve their understanding.	<i>I can ask questions about what I have read to further improve my understanding.</i>	
KS 2 Y6	Comprehension	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>	
KS 2 Y6	Comprehension	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>	
KS 2 Y6	Comprehension	[KEY] 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>	
KS 2 Y6	Comprehension	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>	
KS 2 Y6	Comprehension	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>	
KS 2 Y6	Comprehension	Distinguish between statements of fact and opinion.	<i>I can distinguish between statements of fact and opinion.</i>	
KS 2 Y6	Comprehension	[KEY] Retrieve, record and present information from non-fiction.	<i>I can retrieve, record and present information from non-fiction.</i>	
KS 2 Y6	Comprehension	[KEY] 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>	
KS 2 Y6	Comprehension	Explain and discuss their understanding of what they have read, including through formal presentations and	<i>I can present or debate on topics I have read about, using notes if necessary.</i>	

		debates, maintaining a focus on the topic and using notes where necessary.		
KS 2 Y6	Comprehension	[KEY] Provide reasoned justifications for their views.	<i>I am able to justify my views.</i>	

READING Key Stage 3 Year 7,8,9

Key Stage	Strand	Objective	Child Speak Target	Notes
KS3 Y7,8,9	Comprehension			
KS3 Y7,8,9	Comprehension	Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.		
KS3 Y7,8,9	Comprehension	Choosing and reading books independently for challenge, interest and enjoyment.		
KS3 Y7,8,9	Comprehension	Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.		
KS3 Y7,8,9	Comprehension	Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.		
KS3 Y7,8,9	Comprehension	Making inferences and referring to evidence in the text.		
KS3 Y7,8,9	Comprehension	Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.		
KS3 Y7,8,9	Comprehension	Checking their understanding to make sure that what they read makes sense.		
KS3 Y7,8,9	Comprehension	Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.		
KS3 Y7,8,9	Comprehension	Recognising a range of poetic conventions and understanding how these have been used.		
KS3 Y7,8,9	Comprehension	Studying setting, plot, and characterisation, and the effects of these.		

KS3Y7,8,9	Comprehension	Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.		
KS3Y7,8,9	Comprehension	Making critical comparisons across texts.		
KS3Y7,8,9	Comprehension	Studying a range of authors, including at least two authors in depth each year.		