

Reading objectives learning ladder.

All children should read daily at increasing length and with increasing accuracy, from a growing variety of fiction and non-fiction texts.

EYFS Reading

- Use phonic knowledge to decode simple regular words.
- Name and sound the letters of the alphabet.
- Talk about illustrations in books and signs or symbols in the environment
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions – say what they think will happen next.
- Enjoy an increasing range of books.
- Look at books independently and handle them carefully.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Recognise all phase 2 and phase 3 graphemes (see website) and apply their phonic knowledge to decode unfamiliar words.
- Read the Reception high frequency words (see website)

Year 1 Reading

- Re-read if reading does not make sense.
- Re-tell a story with considerable accuracy.
- Discuss the significance of title & events.
- Make predictions about the plot on the basis of what has been read.
- Read with pace & expression, i.e. pause at full stop; raise voice for question.
- Know the difference between fiction and non-fiction texts.
- Read the Year 1 common exception words; 100 high frequency words; the majority of the Year 1/2 National curriculum words (see website) and apply their phonic knowledge to decode unfamiliar words.
- Recognise and read all graphemes in phase 2 to phase 5 of Letters and Sounds (see website).
- Recognise:
 - capital letters (A, B, C)
 - full stops (.)
 - question marks (?)
 - exclamation marks (!)
 - ellipsis (...)

Y2 Reading

- Recognise and read all graphemes from Phase 2 to Phase 5 of Letters and Sounds (see website).
- Talk about the plot, setting & characters in familiar & unfamiliar stories.
- Recount the main themes & events.
- Begin to use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.
- Recognise:
 - commas in lists
 - apostrophe of omission and possession (singular noun)
- Continue to apply phonic knowledge to decode unfamiliar words.
- Read confidently all of the words on the 100/200 high frequency words lists; read all of the Year 1/2 National curriculum words and all of the Year 1/2 common exception words. (see website).
- Talk about the books, poems and other works that they read or are read to them.

Year 3 Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise:
 - plurals
 - pronouns and how used
 - collective nouns
 - adverbs
- Explain the difference that adjectives and verbs make.
- Read the majority of the words on the statutory Year 3/4 spelling list (see website).

Year 4 Reading

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.
- Read all of the words on the statutory Year 3/4 spelling list.

Year 5 Reading

- Summarise the main points of an argument or discussion within their reading & makes up own mind about issue/s.
- Compare different texts.
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary the voice for direct or indirect speech.
- Uses more than one source when carrying out research e.g a range of books, internet, magazines e.t.c.
- Creates a set of notes to summarise what has been read.
- Read the majority of the words on the statutory Year 5/6 spelling list.

Year 6 Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.
- Read all of the words on the statutory Year 5/6 spelling list.