



### Coldfall Primary School Reading Objectives

	Phonics and Decoding	Reading Fluency	Range of Reading	Comprehension and Understanding
EYFS	<ul style="list-style-type: none"> <li>*To spot and suggest rhymes. <b>(N)</b></li> <li>*To count or clap syllables in words. <b>(N)</b></li> <li>* To recognise words with the same initial sound progressing to sounds of individual letters within words. <b>(N&amp;R)</b></li> <li>* To blend sounds into words so that they can read short words. <b>(R)</b></li> <li>* To read some letter groups that each represent one sound. <b>(R)</b></li> <li>* To read some common exception words. <b>(R)</b></li> <li>*Read simple sentences. <b>(R)</b></li> </ul>	<ul style="list-style-type: none"> <li>* To be able to read and understand simple sentences using sounds that have been learnt. <b>(R)</b></li> <li>* To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <b>(R)</b></li> </ul>	<ul style="list-style-type: none"> <li>* To engage in regular story times enjoying a range of well-known authors, illustrators and titles. <b>(N)</b></li> <li>* To listen attentively and respond to what they hear with relevant questions, comments. <b>(R)</b></li> <li>* To join in with repeated actions and phrases. <b>(R)</b></li> <li>* To use and understand recently introduced vocabulary. <b>(R)</b></li> <li>* To learn rhymes, poems and songs. <b>(N&amp;R)</b></li> <li>* To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <b>(R)</b></li> </ul>	<ul style="list-style-type: none"> <li>* To understand the 5 key concepts about print: (That: print has meaning, print can have different purposes, we read English from left to right and from top to bottom, there are names for the different parts of a book, pages are in order to sequence a book) <b>(N)</b></li> <li>*To demonstrate understanding by: retelling, anticipating, using newly encountered vocabulary, asking questions and offering explanations for why things may happen. <b>(R)</b></li> </ul>
Y1	<ul style="list-style-type: none"> <li>* To instantly recognise all 40+ graphemes</li> <li>* To read common exception words from the Year 1 NC list.</li> <li>* To read common suffixes (- s, -es, -ing, -ed, etc.)</li> <li>* To read multi-syllable words containing taught GPCs.</li> <li>* To read contractions and understanding use of apostrophe.</li> <li>* To read aloud phonically- decodable texts.</li> <li>* To read accurately and without over sounding and blending after a few encounters.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to read and re- read books that are closely matched to their developing phonic knowledge and knowledge of common exception words.</li> <li>* To use appropriate expression when reading words that are printed for emphasis.</li> <li>* To pronounce plurals clearly, with particular focus on the final sound.</li> </ul>	<ul style="list-style-type: none"> <li>* To listen to and discuss a wide range of poems, stories and non- fiction at a level beyond that at which they can read independently.</li> <li>* To recognise and join in with predictable phrases.</li> <li>* To link what they read or hear read to their own experiences.</li> <li>* To learn about different cultures through story.</li> <li>* To learn to recite some rhymes and poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>* To respond to questions about a text involving retrieval of information prediction, and explanation.</li> <li>* To re-read text that doesn't make sense.</li> <li>* To predict what might happen on the basis of what has been read so far.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>* To secure phonic decoding until reading is fluent.</li> <li>* To read accurately by blending, including alternative sounds for graphemes.</li> <li>* To read multi-syllable words containing these graphemes.</li> <li>* To read common suffixes.</li> <li>* To read exception words, noting unusual correspondences.</li> <li>* To read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to read common exception words easily and automatically.</li> <li>* To use appropriate expression when reading a sentence with a question mark or an exclamation mark.</li> <li>* To pronounce contractions clearly, with particular focus on the final sound</li> <li>* To pronounce past tense verbs clearly, with particular focus on the final sound.</li> </ul>	<ul style="list-style-type: none"> <li>* To listen to poems, stories and non-fiction at a level beyond that at which they can read independently including some longer texts that can be read over a number of sessions.</li> <li>* To begin to express views and opinions.</li> <li>* To learn about different cultures and experiences of others through story.</li> <li>* To learn to recite some rhymes and poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>* To discuss the sequence of events in books and how items of information are related.</li> <li>* To check that the text makes sense and correct inaccurate reading.</li> <li>* To make simple inferences and predictions in direct response to the narrative.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>* To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>* To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>* To develop pronunciation of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li> <li>* To use appropriate expression when reading dialogue.</li> <li>*To use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, "What's that noise?")</li> </ul>	<ul style="list-style-type: none"> <li>* To listen to and read longer texts by well-known authors including some children's classics and contemporary children's literature.</li> <li>* To listen to and read books that are structured in different ways (for example stories told through diary entries, play scripts, explanation texts and historical recounts.)</li> <li>* To continue to build up a repertoire of poems learnt by heart.</li> </ul>	<ul style="list-style-type: none"> <li>* To ask questions to improve their understanding of a text.</li> <li>* To identify main ideas drawn from more than one paragraph and summarise them.</li> <li>*To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>*To predict what might happen from details stated and implied.</li> <li>*To discuss words and phrases that capture the reader's interest and imagination.</li> <li>* To retrieve and record information from non-fiction.</li> </ul>



Y4	<ul style="list-style-type: none"> <li>* To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>* To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>* To develop pronunciation of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li> <li>* To use appropriate expression when reading sentences with fronted adverbials i.e. a slight pause indicated by the comma after the fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>* To listen to and read longer texts by well-known authors including some children’s classics and contemporary children’s literature.</li> <li>* To listen to and read books that are structured in different ways (for example stories told through diary entries, play scripts, explanation texts and historical recounts.)</li> <li>* To continue to build up a repertoire of poems learnt by heart.</li> </ul>	<ul style="list-style-type: none"> <li>* To ask questions to improve their understanding of a text.</li> <li>* To identify main ideas drawn from more than one paragraph and summarise them.</li> <li>*To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>*To predict what might happen from details stated and implied.</li> <li>*To discuss words and phrases that capture the reader’s interest and imagination.</li> <li>* To retrieve and record information from non-fiction.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>* To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>* To be able to read most words effortlessly and use prior learning to pronounce unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to read age- appropriate texts accurately and at a reasonable speaking pace.</li> <li>* To be able to prepare readings, with appropriate intonation to show their understanding</li> <li>* To use appropriate expression when reading sentences with: relative clauses, brackets or dashes.</li> </ul>	<ul style="list-style-type: none"> <li>* To continue to build a wide experience of reading across the curriculum as well as for pleasure.</li> <li>* To listen to and read books that explore issues relevant to children’s personal lives and growing up in modern Britain discussing their relevance and meaning.</li> <li>* To prepare 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</li> </ul>	<ul style="list-style-type: none"> <li>*To ask questions and explore characters’ motives to gain a deeper understanding of the text.</li> <li>*To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>*To use personal experience as well as knowledge beyond personal experience to understand how the context of the text influences the content.</li> <li>* To provide explanations supported by a number of examples from different parts of a text.</li> <li>* To explain the impact on the reader of an author’s word choices and other literary devices including the use of figurative language.</li> <li>* To identify how language, structure and presentation contribute to meaning.</li> <li>*To distinguish between statements of fact and opinion</li> </ul>
Y6	<ul style="list-style-type: none"> <li>* To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>* To be able to read most words effortlessly and use prior learning to pronounce unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>* To be sufficiently fluent so that reading of texts across the curriculum is effortless.</li> <li>* To be able to prepare readings, with appropriate intonation.</li> <li>* To use appropriate expression when reading ironic or sarcastic sentences (nb. this may be indicated by italic or bold fonts, or scare quotes).</li> </ul>	<ul style="list-style-type: none"> <li>* To continue to build a wide experience of reading across the curriculum as well as for pleasure.</li> <li>* To listen to and read books that explore issues relevant to children’s personal lives and growing up in modern Britain discussing their relevance and meaning.</li> <li>* To prepare 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</li> </ul>	<ul style="list-style-type: none"> <li>*To ask questions and explore characters’ motives to gain a deeper understanding of the text.</li> <li>*To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>*To use personal experience as well as knowledge beyond personal experience to understand how the context of the text influences the content.</li> <li>* To provide explanations supported by a number of examples from different parts of a text.</li> <li>* To explain the impact on the reader of an author’s word choices and other literary devices including the use of figurative language.</li> <li>* To identify how language, structure and presentation contribute to meaning.</li> <li>*To distinguish between statements of fact and opinion</li> </ul>

These objectives have been created using the National Curriculum, Development Matters and the EYFS Framework



**Y1-Y6 Writing Objectives (not including spelling)**

	<b>Composition</b>	<b>Vocabulary, Grammar &amp; Punctuation</b>	<b>Handwriting</b>
Y1	<ul style="list-style-type: none"> <li>To compose sentences orally before writing</li> <li>To sequence sentences to form short texts.</li> <li>To reread work to check that writing makes sense</li> </ul>	<ul style="list-style-type: none"> <li>To write <b>simple sentences</b></li> <li>To join <b>words</b> and <b>clauses</b> using <i>and</i></li> <li>To separate <b>words</b> with spaces</li> <li>To demarcate simple sentences with <b>capital letters</b> and <b>full stops</b></li> <li>To write questions with <b>question marks</b></li> <li>To indicate shouting, surprise or excitement with <b>exclamation marks</b></li> <li>To use <b>capital letters</b> for some <b>proper nouns</b></li> <li>To use a <b>capital letter</b> for the <b>personal pronoun: I</b></li> </ul>	<ul style="list-style-type: none"> <li>To sit and hold a pencil correctly</li> <li>To form lower-case letters in the right direction, starting and finishing in the right place</li> <li>To form capital letters appropriately</li> <li>To form the digits 0-9</li> </ul>
Y2	<ul style="list-style-type: none"> <li>To write down ideas and key vocabulary before writing</li> <li>To compose and rehearse sentences orally before writing.</li> <li>To write for different purposes: narratives, poetry and writing about real events.</li> <li>To make simple additions, revisions and corrections to own writing</li> <li>To reread writing with intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>To write sentences in different forms: <b>statements, questions, exclamations and commands</b></li> <li>To use simple <b>expanded noun phrases</b> (e.g. the shiny, blue butterfly)</li> <li>To use the <b>present tense</b> and <b>past tense</b> correctly in the progressive form. (e.g. I am talking/ She is talking/ They are and I was talking/ they were talking)</li> <li>To use <b>subordination</b> to write complex sentences: when, if, because, that, as, although</li> <li>To use <b>coordination</b> to write compound sentences: or, and, but</li> <li>To use the correct <b>punctuation</b> to demarcate sentences: A . ! ?</li> <li>To use <b>commas</b> to separate items in a list</li> <li>To use <b>apostrophes</b> for <b>contracted forms</b> and the <b>singular possessive</b> (Sam's apple, Rome's streets, the car's door)</li> </ul>	<ul style="list-style-type: none"> <li>To form lower-case letters of the correct size</li> <li>To use diagonal and horizontal strokes to join most letters</li> <li>To form capital letters and digits are of the correct size</li> <li>To use spacing between words that reflects the size of the letters</li> </ul>
Y3	<ul style="list-style-type: none"> <li>To plan what will be written.</li> <li>To compose and rehearse sentences orally before writing.</li> <li>To use the correct text conventions across a range of text types.</li> <li>To organise paragraphs around a theme or setting</li> <li>To create settings, characters and plot</li> <li>To use simple organisational devices (e.g. headings and subheadings)</li> <li>To proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>To identify and use the correct <b>determiners</b> when writing (e.g. this apple/ an apple/ your apple)</li> <li>To use the <b>subordinating conjunctions</b>: when, if, because, although to form <b>complex sentences</b>.</li> <li>To use the <b>coordinating conjunctions</b>: and, or, but, so to form <b>compound sentences</b>.</li> <li>To use <b>adverbs</b> to modify a <b>verb</b> (e.g. stepped gingerly)</li> <li>To use <b>prepositions</b> and <b>prepositional phrases</b> to express time and place (e.g. She looked for her jumper <i>underneath the table.</i>)</li> <li>To write using the <b>present perfect tense</b>, using have/has correctly. (e.g. She has learnt the recorder/ I have learnt to play the recorder)</li> <li>To use <b>inverted commas</b> for <b>direct speech</b></li> </ul>	<ul style="list-style-type: none"> <li>To use diagonal and horizontal strokes to join all letters</li> <li>To form ascenders and descenders that are parallel and equidistant</li> <li>To space writing sufficiently to aid legibility</li> </ul>
Y4	<ul style="list-style-type: none"> <li>To use exemplars when planning, borrowing existing structures, vocabulary and grammar.</li> <li>To compose and rehearse sentences orally before writing.</li> <li>To use the correct text conventions across a range of text types.</li> <li>To organise paragraphs around a theme or setting</li> <li>To create settings, characters and plot</li> <li>To proofread for spelling and punctuation errors</li> <li>To evaluate the effectiveness of a piece of work and of the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>To know the difference between <b>standard and non-standard English</b></li> <li>To use <b>adverb/adjective</b> pairings to expand <b>noun phrases</b> (e.g. The incredibly loud music)</li> <li>To use fronted <b>adverbials</b> to express time, place and manner. (when, where and how)</li> <li>To use <b>commas</b> after <b>fronted adverbials</b></li> <li>To use the appropriate <b>pronoun</b> after introducing a noun in a text.</li> <li>To use the correct punctuation for <b>direct speech</b></li> <li>To use <b>apostrophes</b> for <b>plural possessive</b>. (e.g. the children's classroom, the horses' stable)</li> </ul>	
Y5	<ul style="list-style-type: none"> <li>To use exemplars and similar texts when planning to write, borrowing existing structures, vocabulary and grammar.</li> <li>To create notes before writing, drawing on reading and research.</li> <li>To use the correct text conventions across a range of text types and for a range of audiences.</li> <li>To develop characters through description, action and dialogue.</li> <li>To use a range of figurative devices to develop setting, character and atmosphere</li> <li>To use organisational and presentational devices to structure writing and guide the reader (e.g. headings, bullet points, underlining)</li> <li>To proofread for spelling and punctuation errors, ensuring the consistent use of tense throughout.</li> </ul>	<ul style="list-style-type: none"> <li>To use <b>relative clauses</b> to give extra information about a noun (who,which, that) e.g. The girl, who was studious, lived in York.</li> <li>To use <b>modal verbs</b> and <b>adverbs</b> to indicate degrees of possibility. (e.g. <i>you must do/ you should do/ you could do.</i>)</li> <li>To use time <b>adverbials</b> to build <b>cohesion</b> within paragraphs (eventually, following, after etc.)</li> <li>To use <b>adverbials</b> to link ideas across paragraphs (e.g. The next day,...)</li> <li>Add non-essential information to a sentence using <b>parenthesis: brackets, dashes and comma sets</b>.</li> <li>To use commas when using a <b>subordinating conjunction</b> at the start of a <b>complex sentence</b>.</li> <li>To use <b>commas</b> when using a <b>coordinating conjunction</b> in a <b>compound sentence</b>.</li> <li>To punctuate <b>bullet points</b> correctly</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed.</li> <li>To make choices about which shape of a letter to use.</li> </ul>



Y6

- To use exemplars and similar texts when planning to write, borrowing existing structures, vocabulary and grammar.
- To create notes before writing, drawing on reading and research.
- To use the correct text conventions across a range of text types and for a range of audiences.
- To develop characters through description, action and dialogue.
- To use a range of figurative devices to develop setting and atmosphere
- To use dialogue to advance the action
- To proofread for spelling and punctuation errors, ensuring the consistent use of tense throughout.

- To use **the passive voice** to show an act is being carried out on the subject of the sentence. (Eg. The children were taught by the teacher)
- To use the **subjunctive form of verbs** to express a command, suggestion or wish. (e.g. If I *were* you, I'd accept.)
- To use **ellipsis** to indicate an unfinished thought or to build tension
- To use **colons, semicolons and dashes** to mark clause boundaries
- To use **adverbials, pronouns and conjunctions** to build **cohesion** within and across paragraphs.
- To use **colons** and **semicolons** in lists
- To use **hyphens** to avoid ambiguity
- To use **expanded noun phrases** to convey complicated information concisely. (e.g. the wild mountain-tops above the clouds)

Words in bold reflect the terminology that must be used and understood by the children to ensure progression. Each year group should include objectives from the year before and some objectives, where appropriate, from the following year.