



## Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

### READING Key Stage 1 Year 1

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y1	Word			
KS 1 Y1	Word	Apply phonic knowledge and skills as the route to decode words. ↳ <b>GD objective:</b> Independently apply phonic knowledge and skills as the route to decode words.	<i>I can read words by breaking them down into sounds.</i>	<i>I can read words by breaking them down into sounds without help.</i>
KS 1 Y1	Word	[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. ↳ <b>GD objective:</b> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; reading them or finding them in words.	<i>I quickly read my given letters or groups of letters.</i>	<i>I quickly read my given letters or groups of letters and can read them or find them in words.</i>
KS 1 Y1	Word	[KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ↳ <b>GD objective:</b> Confidently read accurately by more fluently blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>	<i>I confidently read new words by blending letter sounds together.</i>
KS 1 Y1	Word	[KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ↳ <b>GD objective:</b> Accurately read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>	<i>I can read some unusual words and spot connections between them.</i>
KS 1 Y1	Word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. ↳ <b>GD objective:</b> Confidently read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>	<i>I can confidently read my word list accurately including words ending in -s, -es, -ing, -ed, -er and -est.</i>



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KS 1 Y1	Word	Read other words of more than one syllable that contain taught GPCs. ↳ <b>GD objective:</b> Independently read other words of more than one syllable that contain taught GPCs accurately	<i>I can correctly read the longer words in my word list.</i>	<i>I can correctly read the longer words in my word list without help.</i>
KS 1 Y1	Word	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). ↳ <b>GD objective:</b> Independently read words with contractions [for example: I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>	<i>I can read words that contain missing letters such as I'm, I'll, and we'll without help from an adult.</i>
KS 1 Y1	Word	[KEY] Read 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. ↳ <b>GD objective:</b> Confidently read 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.	<i>I correctly read aloud the words from my book.</i>	<i>I confidently read aloud the words from my book.</i>
KS 1 Y1	Word	Re-read these books to build up their fluency and confidence in word reading. ↳ <b>GD objective:</b> Re-read these books to build up their fluency and confidence in word reading with reducing adult support.	<i>I re-read my books so that I become a better reader.</i>	<i>I re-read my books so that I become a better reader with less help from an adult.</i>
KS 1 Y1	Comprehension			
KS 1 Y1	Comprehension	[KEY] 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. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and comparing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>	<i>I listen and discuss what I have read, comparing poems, stories and non-fiction books.</i>
KS 1 Y1	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read,	<i>When I read, I can tell you of similar things that have happened to me.</i>	<i>When I read, I can discuss similar things that have happened to me that I have read about.</i>



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		vocabulary and understanding by being encouraged to discuss what they read or hear read with their own experiences.		
KS 1 Y1	Comprehension	[KEY] Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with and comparing key stories, fairy stories and traditional tales, retelling them and considering their key characteristics.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>	<i>I can compare some special stories we have worked on in class and even re-tell them to my teacher.</i>
KS 1 Y1	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and confidently joining in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>	<i>I confidently join in with the class at special times of a story when the teacher is telling certain stories.</i>
KS 1 Y1	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate and perform rhymes and poems, and to recite more by heart.	<i>I have learned some rhymes or poems.</i>	<i>I have learned and performed some rhymes or poems.</i>
KS 1 Y1	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known, using them in their own work.	<i>I discuss what words mean.</i>	<i>I discuss what words mean and try to use them in my work.</i>
KS 1 Y1	Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. ↳ <b>GD objective:</b> Understand both the books they can already read accurately and fluently and those they listen to by independently drawing	<i>I understand the books I can read.</i>	<i>I understand even the more difficult books I can read</i>



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		on what they already know or on background information and vocabulary provided by the teacher.		
KS 1 Y1	Comprehension	[KEY] Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. ↳ <b>GD objective:</b> Understand both the books they can already read accurately and fluently and those they listen to by independently checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>	<i>I accurately check what I am reading makes sense as I am reading through it.</i>
KS 1 Y1	Comprehension	[KEY] Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. ↳ <b>GD objective:</b> Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events and comparing these with different books.	<i>I discuss the titles and events from the books I read.</i>	<i>I discuss the titles and events from the books I read and compare different books.</i>
KS 1 Y1	Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. ↳ <b>GD objective:</b> Understand both the books they can already read accurately and fluently and those they listen to by confidently making inferences on the basis of what is being said and done in a range of contexts.	<i>I can tell you about why a character does or says some things.</i>	<i>I can tell you about why a character does or says some things confidently.</i>
KS 1 Y1	Comprehension	[KEY] Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far. ↳ <b>GD objective:</b> Understand both the books they can already read accurately and fluently and those they listen to by accurately predicting what might happen on the basis of what has been read so far.	<i>I like to predict what happens next based on what I have read so far.</i>	<i>I accurately predict what happens next based on what I have read so far.</i>
KS 1 Y1	Comprehension	Participate in discussion about what is read to them, taking turns and listening to what others say. ↳ <b>GD objective:</b> Confidently participate in discussion about what is read	<i>I take turns to listen and discuss when I am in a group.</i>	<i>I confidently take turns to listen and discuss when I am in a group.</i>



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		to them, taking turns and listening to what others say.		
KS 1 Y1	Comprehension	Explain clearly their understanding of what is read to them. ↳ <b>GD objective:</b> Explain clearly their understanding of what is read to them, comparing it to other texts	<i>I can explain what has happened in the story someone has just read to me.</i>	<i>I can explain what has happened in the story someone has just read to me and compare it to other stories.</i>



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## READING Key Stage 1 Year 2

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y2	Word			
KS 1 Y2	Word	[EXS] [KEY] Sound out most unfamiliar words accurately, without undue hesitation. ↳ <b>GD objective:</b> Continue to reduce the need to apply phonic knowledge and skills as the route to decode words as automatic decoding becomes embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>	<i>For words I don't know straight away, I can read them quickly because I know how to sound out all parts of a word.</i>
KS 1 Y2	Word	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ↳ <b>GD objective:</b> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes independently.	<i>I read by blending together the sounds I know and can read out within a word.</i>	<i>I read by blending together the sounds I know and can read out within a word without help.</i>
KS 1 Y2	Word	[EXS] [KEY] Read accurately most words of two or more syllables. ↳ <b>GD objective:</b> Confidently read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>	<i>I can read words with two or three syllables confidently.</i>
KS 1 Y2	Word	[EXS] [KEY] Read most words containing common suffixes. ↳ <b>GD objective:</b> Read longer words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>	<i>I can read longer words with common word endings, such as -ing and -ed.</i>
KS 1 Y2	Word	[EXS] [KEY] Read most common exception words. ↳ <b>GD objective:</b> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a range of words.	<i>I can read a range of unusual words from our word lists.</i>	<i>I can read a range of unusual words from our word lists and spot any connections between unusual spellings.</i>
KS 1 Y2	Word	[EXS] [KEY] Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. ↳ <b>GD objective:</b> Independently read most words quickly and accurately,	<i>I can read most words quickly and accurately.</i>	<i>I can read most words independently, quickly and accurately.</i>



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		without overt sounding and blending, when they have been frequently encountered.		
KS 1 Y2	Word	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ↳ <b>GD objective:</b> Confidently read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>	<i>When I see a word I have not read before, I can sound out the word confidently.</i>
KS 1 Y2	Word	Re-read these books to build up their fluency and confidence in word reading. ↳ <b>GD objective:</b> Re-read these books to build up their fluency and confidence in word reading with limited or no intervention.	<i>When I re-read my books, I become better and better at reading the text.</i>	<i>When I re-read my books, I become better and better at reading the text without help.</i>
KS 1 Y2	Comprehension			
KS 1 Y2	Comprehension	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. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, evaluating 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.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>	<i>I listen, evaluate, and discuss what I think about poems, stories and non-fiction books I have read</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and evaluating the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>	<i>When I read, I am able to tell you about things in the order they happen and how they are connected in the plot.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read,	<i>I can tell you about all the different stories I have read.</i>	<i>I can tell you about all the different stories I have read and I can say what is the same and what is different about them.</i>



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		vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, identifying their similarities and differences.		
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways and evaluating the manner in which they are structured.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>	<i>I enjoy finding out about non-fiction books evaluating the way they are set out.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising recurring literary language in stories and poetry in a range of contexts.	<i>I can recognise simple language patterns in stories and poems.</i>	<i>I can recognise language patterns in stories and poems.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing in greater depth to clarifying the meanings of words, linking new meanings to known vocabulary and use them in their own work.	<i>I discuss the meaning of words.</i>	<i>I discuss in detail the meaning of words and use them in my own work.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases. ↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases in a range of contexts.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>	<i>I am happy to tell you my favourite words and phrases from my reading.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>	<i>I can say out loud a number of poems I have learnt.</i>





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		↳ <b>GD objective:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a wider repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.		
KS 1 Y2	Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. ↳ <b>GD objective:</b> Understand both the books that they can already read accurately and fluently and those that they listen to by confidently drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>	<i>I understand and confidently discuss the books I can read.</i>
KS 1 Y2	Comprehension	[EXS] [KEY] In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading. ↳ <b>GD objective:</b> Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading, comparing it to other texts they have read.	<i>I check what I am reading makes sense as I read through it.</i>	<i>I check what I am reading makes sense as I read through it, comparing it to other texts I have read.</i>
KS 1 Y2	Comprehension	[EXS] [GDS] [KEY] In a book that they can already read fluently, the pupil can answer questions and make some inferences. ↳ <b>GD objective:</b> Make inferences in a book they are reading independently.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>	<i>I can tell you why certain things happen in a book or why a character says the things they do without help.</i>
KS 1 Y2	Comprehension	[EXS] [KEY] In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read. ↳ <b>GD objective:</b> Understand both the books that they can already read accurately and fluently and those that they listen to by asking and answering, backing up their views with supporting evidence.	<i>I can answer and ask questions about what I have read.</i>	<i>I can ask and answer probing questions about what I have read, giving evidence to support my answers.</i>
KS 1 Y2	Comprehension	[GDS] Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far. ↳ <b>GD objective:</b> Make a plausible prediction about what might happen on the basis of what has been read so far in a book they are reading	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>	<i>I can guess correctly what happens next in a story, using what I already know has gone on before.</i>



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		independently.		
KS 1 Y2	Comprehension	[GDS] 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. ↳ <b>GD objective:</b> Make links between the book they are reading independently and other books they have read independently.	<i>I take turns to discuss and listen to others about what I have read.</i>	<i>I take turns to discuss and compare books I have read and listen to what others say</i>
KS 1 Y2	Comprehension	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. ↳ <b>GD objective:</b> Explain, compare, and discuss in greater detail their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i>	<i>I can explain, compare and discuss in greater detail what has happened in books that either I have read or have been read to me.</i>



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## READING Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y3	Word			
KS 2 Y3	Word	Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. ↳ <b>GD objective:</b> Automomously apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge to help myself read aloud.</i>	<i>I can use my existing knowledge independently to help myself read aloud.</i>
KS 2 Y3	Word	[KEY] Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ↳ <b>GD objective:</b> Beginning to read a greater number of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>	<i>I know a greater number of words that sound different to how they are spelt.</i>
KS 2 Y3	Comprehension			
KS 2 Y3	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by listening to and evaluating a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I have understood a range of texts I have read.</i>	<i>I can evaluate a range of texts I have read.</i>
KS 2 Y3	Comprehension	Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by comparing books that are structured in some different ways and reading for a range of purposes.	<i>I am able to choose from a range of books to find the information I require.</i>	<i>I am able to choose from and compare a range of books to find the information I require.</i>



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KS 2 Y3	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries more confidently to check the meaning of words that they have read and use them in their own work.	<i>I use a dictionary to check the meaning of words.</i>	<i>I use a dictionary more confidently to check the meaning of words and am beginning to use them in my own work.</i>
KS 2 Y3	Comprehension	Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including fairy stories, myths and legends, retelling some of these orally and comparing their key features.	<i>I can talk about some different types of stories I have read.</i>	<i>I can talk about some different types of stories I have read and compare their key features</i>
KS 2 Y3	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by identifying and evaluating themes and conventions in a range of books.	<i>I can identify some themes in a range of books I read.</i>	<i>I can identify and evaluate some themes in a range of books I read.</i>
KS 2 Y3	Comprehension	Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to more confidently read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts.</i>	<i>I confidently perform poems and play scripts.</i>
KS 2 Y3	Comprehension	Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by evaluating some words and phrases that capture the	<i>I will discuss words and phrases that interest me.</i>	<i>I will evaluate words and phrases that interest me and begin to use them in my own work.</i>



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		reader's interest and imagination		
KS 2 Y3	Comprehension	Develop positive attitudes to reading and understanding of what they read by Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry]. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by beginning to recognise, unaided, some different forms and structures of poetry [for example: free verse, narrative poetry].	<i>I know that poetry comes in different forms.</i>	<i>I know that poetry comes in different forms and can compare different styles.</i>
KS 2 Y3	Comprehension	Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, identifying and discussing their misunderstandings.	<i>I think about what I read to make sure I understand it and it makes sense.</i>	<i>I think about what I read and can tell an adult what I don't understand and then think carefully about what it really means.</i>
KS 2 Y3	Comprehension	Understand what they read, in books they can read independently, by asking simple questions to improve their understanding of a text. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by asking a focused, simple questions to improve their understanding of a text.	<i>I ask questions about a text or book.</i>	<i>I ask more questions about a text or book to ensure I know what I have read about.</i>
KS 2 Y3	Comprehension	[KEY] Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' key feelings, thoughts and motives from their actions, and justifying inferences with a range of evidence.	<i>I know a character does certain things because of how the character is feeling or what has happened to them in the story.</i>	<i>I know a character does certain things because of how the character is feeling or what has happened to them in the story and use evidence to support my ideas.</i>
KS 2 Y3	Comprehension	[KEY] Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types]. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by beginning to more accurately predict what might happen from key details stated and implied [based on content, simple	<i>I can predict events in stories from what has happened up to now.</i>	<i>I can predict events in stories more accurately from what has happened up to now.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		themes or text types].		
KS 2 Y3	Comprehension	Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by beginning to identify and organise the main ideas drawn from more than one paragraph and clearly summarising these.	<i>I can tell what the main ideas are from reading a number of paragraphs.</i>	<i>I can tell what the main ideas are from reading a number of paragraphs and summarise these.</i>
KS 2 Y3	Comprehension	Understand what they read, in books they can read independently, by beginning to identify how language, structure, and presentation contribute to meaning. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by beginning to evaluate how language, structure, and presentation contribute to meaning across a range of contexts.	<i>I can see that books are set out in ways that help the reader to read the texts.</i>	<i>I can see that books are set out in ways that help the reader to read the texts and evaluate their layout</i>
KS 2 Y3	Comprehension	[KEY] Retrieve and record simple information from non-fiction. ↳ <b>GD objective:</b> Retrieve and record simple information from non-fiction unaided.	<i>I can use non-fiction books to find information.</i>	<i>I can use non-fiction books to find information without adult help.</i>
KS 2 Y3	Comprehension	Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ↳ <b>GD objective:</b> Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and patiently listening to what others say.	<i>I can take turns when discussing books I have read.</i>	<i>I like to listen to the opinion of others when I discuss books I have read.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

## READING Key Stage 2 Year 4

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y4	Word			
KS 2 Y4	Word	[KEY] Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. ↳ <b>GD objective:</b> Independently apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>	<i>I can independently use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>
KS 2 Y4	Word	[KEY] Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ↳ <b>GD objective:</b> Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in a range of words.	<i>I am aware that some words sound different to how they are spelt.</i>	<i>I know a range of words sound different to how they are spelt.</i>
KS 2 Y4	Comprehension			
KS 2 Y4	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by listening to and evaluating a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood the increasingly wide range of texts I have read.</i>	<i>I can evaluate an increasingly wide range of texts I have read.</i>
KS 2 Y4	Comprehension	Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by comparing books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>	<i>I am able to choose from and compare a range of books that are set out differently but give me the information I require.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

KS 2 Y4	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by confidently using dictionaries to check the meaning of words that they have read and uses them in their own work.	<i>I can use a dictionary to check the meaning of new words.</i>	<i>I can use a dictionary confidently to check the meaning of new words and use them in my own work.</i>
KS 2 Y4	Comprehension	Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally and comparing their key features.	<i>I can talk about different types of stories I have read.</i>	<i>I can talk about different types of stories I have read and compare their key features.</i>
KS 2 Y4	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by identifying and evaluating themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>	<i>I can identify and evaluate different themes and conventions in a wide range of books I read.</i>
KS 2 Y4	Comprehension	Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by preparing a range of poems and play scripts to confidently read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to keep the listener interested.</i>	<i>I confidently perform a range of poems and play scripts to keep the listener interested.</i>
KS 2 Y4	Comprehension	Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by evaluating words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>	<i>I will evaluate the effectiveness of words and phrases that interest me and use them in my own work.</i>





### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

KS 2 Y4	Comprehension	Develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry [for example, free verse, narrative poetry]. ↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by recognising and comparing some different forms of poetry [for example: free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>	<i>I can recognise and compare different types of poetry.</i>
KS 2 Y4	Comprehension	[KEY] Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, comparing it with other books and explaining the meaning of words in context.	<i>I check what I have read to ensure it makes sense.</i>	<i>I check what I have read to ensure it makes sense by comparing it with other books I have read and exploring the meaning of new words.</i>
KS 2 Y4	Comprehension	Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by confidently asking specific questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>	<i>I confidently ask questions to help me understand more about a book.</i>
KS 2 Y4	Comprehension	[KEY] Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with a range of quality evidence.	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>	<i>I use a range of quality evidence from different parts of the text to justify my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>
KS 2 Y4	Comprehension	[KEY] Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types]. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by accurately predicting what might happen from key details stated and implied [based on content, simple themes or text types].	<i>I can predict events in stories from what I have read.</i>	<i>I can accurately predict events in stories from what I have read.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

KS 2 Y4	Comprehension	[KEY] Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by identifying and categorising main ideas drawn from a broad range of paragraphs and summarising these.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>	<i>I can tell what the main ideas in a book are from reading a number of paragraphs and categorising my ideas efficiently.</i>
KS 2 Y4	Comprehension	Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. ↳ <b>GD objective:</b> Understand what they read, in books they can read independently, by evaluating how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>	<i>I can evaluate the way different books are set out help the reader to identify the meaning.</i>
KS 2 Y4	Comprehension	[KEY] Retrieve and record information from non-fiction. ↳ <b>GD objective:</b> Independently retrieve and record information from non-fiction in a range of contexts.	<i>I can use non-fiction books to find out about things.</i>	<i>I can use non-fiction books to find out about things independently.</i>
KS 2 Y4	Comprehension	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ↳ <b>GD objective:</b> Engage in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>	<i>I can hold in depth discussion about books I have read, or had read to me and listen to what others have to say.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

## READING Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y5	Word			
KS 2 Y5	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. ↳ <b>GD objective:</b> Confidently 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>	<i>I confidently use some of the words and word parts that understand already to think about what new words mean and sound like.</i>
KS 2 Y5	Comprehension			
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by continuing to read and compare a range of fiction, poetry, plays, non-fiction and reference books or textbooks in a wider context.	<i>I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</i>	<i>I read and compare a range of fiction, poetry, plays, non-fiction and reference books.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by reading books that are structured for a range of purposes. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by reading and comparing books that are structured for a range of purposes.	<i>I understand books are set out in different ways for different purposes.</i>	<i>I understand books are set out in different ways for different purposes, and can compare their styles.</i>
KS 2 Y5	Comprehension	[KEY] Maintain positive attitudes to reading and understanding of what they read by 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. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books,	<i>I am becoming familiar with a range of books.</i>	<i>I am becoming familiar with a range of books and can compare their key features.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, comparing their key features.		
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, beginning to give reasons for their choices. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, beginning to justify their choices.	<i>I recommend books I have read to my friends.</i>	<i>I recommend books I have read to my friends and justify some of my choices.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by independently 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>	<i>I am able to identify and discuss themes across a range of writing independently.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by beginning to make comparisons within and across books. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by beginning to make more detailed comparisons within and across books.	<i>I can make simple comparisons across books I have read.</i>	<i>I can make comparisons across books I have read.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by learning a range of poetry by heart. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart and beginning to compare it with other poems they have learnt.	<i>I have learnt a few poems by heart.</i>	<i>I have learnt more poems by heart and can compare them to other poems I have learnt.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by 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. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to confidently read aloud and to perform, showing understanding through intonation, tone and	<i>I am able to read aloud and perform poems and plays.</i>	<i>I am able to read aloud and perform poems and plays confidently.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		volume so that the meaning is clear to an audience.		
KS 2 Y5	Comprehension	[KEY] Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. ↳ <b>GD objective:</b> Understand what they read by clarifying that the text makes sense to them, identifying and 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>	<i>I check my understanding of a text through finding where I think I misunderstand and the exploring the meaning of the text through discussion.</i>
KS 2 Y5	Comprehension	Understand what they read by beginning to ask questions to improve their understanding. ↳ <b>GD objective:</b> Understand what they read by beginning to pose probing questions to improve their understanding.	<i>I can ask questions about what I have read.</i>	<i>I can ask probing questions about what I have read.</i>
KS 2 Y5	Comprehension	Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ↳ <b>GD objective:</b> Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with a range of evidence.	<i>I can see that characters do the things they do because of their feelings.</i>	<i>I can see that characters do the things they do because of their feelings and can justify this with evidence gathered from across from the text.</i>
KS 2 Y5	Comprehension	Understand what they read by beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres]. ↳ <b>GD objective:</b> Understand what they read by beginning to predict more accurately what might happen from key details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].	<i>I can predict what may happen in a story by thinking about what has happened up to now.</i>	<i>I can more accurately predict what may happen in a story by thinking about what has happened up to now and highlighting the key events or clues.</i>
KS 2 Y5	Comprehension	[KEY] Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ↳ <b>GD objective:</b> Understand what they read by beginning to summarise 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>	<i>I am able to summarise a given number of paragraphs I have read.</i>
KS 2 Y5	Comprehension	Understand what they read by beginning to identify how language,	<i>I can show how words, phrases and structure all</i>	<i>I can evaluate how some words, phrases and</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		structure and presentation contribute to meaning. ↳ <b>GD objective:</b> Understand what they read by beginning to evaluate how language, structure and presentation contribute to meaning.	<i>contribute to make different meanings in texts I read.</i>	<i>structure all contribute to make different meanings in texts I read.</i>
KS 2 Y5	Comprehension	Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ↳ <b>GD objective:</b> Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and suggest possible improvements to their own texts.	<i>I know authors use words or phrases which will have impact on a reader.</i>	<i>I know authors use words or phrases which will have impact on a reader and suggest possible improvements.</i>
KS 2 Y5	Comprehension	Beginning to distinguish between statements of fact and opinion. ↳ <b>GD objective:</b> Beginning to distinguish between statements of fact and opinion more confidently.	<i>I know the difference between a fact and an opinion.</i>	<i>I can identify facts and opinions confidently.</i>
KS 2 Y5	Comprehension	[KEY] Beginning to retrieve, record and present information from non-fiction. ↳ <b>GD objective:</b> Beginning to retrieve, record and present information from non-fiction with clarity across a range of contexts.	<i>I can find and make notes on information from non-fiction.</i>	<i>I can find and make notes on information from non-fiction with clarity.</i>
KS 2 Y5	Comprehension	[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. ↳ <b>GD objective:</b> Begin to engage in more detailed discussions about books that are read to them and those they can read for themselves, building on their own carefully formulated opinions, 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>	<i>I am beginning to participate in more detailed discussions about books I have read by listening to others' ideas and sharing my own carefully formulated opinions.</i>
KS 2 Y5	Comprehension	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. ↳ <b>GD objective:</b> Beginning to explain and discuss their understanding of what they have read independently, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary, making links to different subjects or topics.	<i>I can debate topics I have read about.</i>	<i>I can debate topics I have read about making links to different subjects or topics.</i>
KS 2 Y5	Comprehension	[KEY] Beginning to provide reasoned justifications for their views.	<i>I am able to explain my views.</i>	<i>I am able to justify my views in greater detail.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		↳ <b>GD objective:</b> Beginning to provide reasoned and detailed justifications for their views.		
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## Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

### READING Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y6	Word			
KS 2 Y6	Word	[EXS] [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. ↳ <b>GD objective:</b> Confidently 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>	<i>I confidently 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	[EXS] [KEY] Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by continuing to read, compare and evaluate 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>	<i>I continue to read, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by reading and comparing 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>	<i>I understand what I read, even though books are set out in different ways and are written for different purposes, comparing their styles.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction	<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>	<i>I can compare and understand the key features of myths, legends and traditional stories and modern fiction.</i>





### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		from our literary heritage, and books from other cultures and traditions. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by 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, comparing and understanding their key features.		
KS 2 Y6	Comprehension	Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by recommending a range of different books that they have read to their peers, clearly justifying their choices.	<i>I like to recommend books I have read to my friends.</i>	<i>I like to recommend different books I have read to my friends and can justify my choices.</i>
KS 2 Y6	Comprehension	Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by independently identifying and discussing themes and conventions in and across an increased range of writing.	<i>I am able to identify and discuss themes and conventions in and across a wide range of writing.</i>	<i>I am able to identify and discuss themes and conventions in and across a wide range of writing independently.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by making detailed and content-specific comparisons within and across books.	<i>I can make comparisons within and across books I have read.</i>	<i>I can make detailed comparisons within and across books I have read.</i>
KS 2 Y6	Comprehension	Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by learning a greater range of poetry by heart, comparing it with other poems they have learnt.	<i>I have learnt a wider range of poems by heart.</i>	<i>I have learnt a wider range of poems by heart, comparing it with other poems I have learnt.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Maintain positive attitudes to reading and understanding of what they read by 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>I am able to confidently read aloud and perform a range of poems and plays, and use appropriate intonation, tone and volume to help different</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by preparing a range of poems and plays to confidently read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to a range of different audiences.	<i>understanding.</i>	<i>audiences with their own understanding.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. ↳ <b>GD objective:</b> Understand what they read by clarifying that the book makes sense to them, discussing their understanding in depth, comparing the book with others they have read and exploring the meaning of words in context and through other examples.	<i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i>	<i>I check my understanding of books I have read through discussion, comparing it with other books I have read and exploring the meaning of words.</i>
KS 2 Y6	Comprehension	Understand what they read by asking questions to improve their understanding. ↳ <b>GD objective:</b> Understand what they read by posing probing questions to improve their understanding.	<i>I can ask questions about what I have read to further improve my understanding.</i>	<i>I can pose probing questions about what I have read to further improve my understanding.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ↳ <b>GD objective:</b> Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from a combination of their actions, and justifying inferences with a range of quality evidence.	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with a range of quality evidence.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres]. ↳ <b>GD objective:</b> Understand what they read by accurately predicting what might happen from specific details stated and implied [based on increasingly more challenging texts, themes, conventions and knowledge about the author or genres].	<i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i>	<i>From my reading, I can accurately predict what may happen in a story from details given and suggested in the text.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have</i>	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		the main ideas. ↳ <b>GD objective:</b> Understand what they read by independently summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas in a range of contexts.	<i>read.</i>	<i>read independently.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Understand what they read by identifying how language, structure and presentation contribute to meaning. ↳ <b>GD objective:</b> Understand what they read by evaluating how language, structure and presentation contribute to meaning in a range of contexts.	<i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i>	<i>I can evaluate how language, structure and presentation all contribute to meaning in texts I read.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ↳ <b>GD objective:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on a range of readers and suggest possible changes.	<i>I know authors use particular language which will have impact on me, the reader.</i>	<i>I know authors use particular language which will have impact on me, the reader and suggest possible improvements.</i>
KS 2 Y6	Comprehension	Distinguish between statements of fact and opinion. ↳ <b>GD objective:</b> Confidently distinguish between statements of fact and opinion in a range of contexts.	<i>I can distinguish between statements of fact and opinion.</i>	<i>I can distinguish between statements of fact and opinion confidently.</i>
KS 2 Y6	Comprehension	[EXS] [KEY] Retrieve, record and present information from non-fiction. ↳ <b>GD objective:</b> Independently retrieve, record and present information from non-fiction with clarity in a range of contexts.	<i>I can retrieve, record and present information from non-fiction.</i>	<i>I can independently retrieve, record and present information from non-fiction with clarity.</i>
KS 2 Y6	Comprehension	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. ↳ <b>GD objective:</b> Participate and engage in detailed discussions about books that are read to them and those they can read for themselves, building on their own carefully formulated opinions 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>	<i>I participate in detailed discussions about books I have read, or those that have been read to me by listening to others' ideas, sharing my own carefully formulated opinions 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 debates, maintaining a focus on the topic and using notes where necessary. ↳ <b>GD objective:</b> Independently 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>	<i>I can present or debate on topics I have read about independently, using notes if necessary and making links to different subjects or topics.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

		debates, maintaining a clear focus on the topic and using concise notes where necessary, making links to different subjects or topics.		
KS 2 Y6	Comprehension	[EXS] [KEY] Provide reasoned justifications for their views. ↳ <b>GD objective:</b> Provide reasoned and detailed justifications for their views in a range of contexts.	<i>I am able to justify my views.</i>	<i>I am able to justify my views in greater detail.</i>



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

## READING Key Stage 3 Year 7,8,9

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 3 Y7,8,9	Comprehension			
KS 3 Y7,8,9	Comprehension	Develop an appreciation and love of reading and read increasingly challenging material 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.		
KS 3 Y7,8,9	Comprehension	Develop an appreciation and love of reading and read increasingly challenging material choosing and reading books independently for challenge, interest and enjoyment.		
KS 3 Y7,8,9	Comprehension	Develop an appreciation and love of reading and read increasingly challenging material re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through making inferences and referring to evidence in the text.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through checking their understanding to make sure that what they read makes sense.		
KS 3 Y7,8,9	Comprehension	Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.		



### Reading – National Curriculum objectives and child speak targets

The objectives can be used to inform planning documents and the daily learning outcomes/intentions and to ensure age expected coverage linked to the T4W process

KS 3 Y7,8,9	Comprehension	Read critically through recognising a range of poetic conventions and understanding how these have been used.		
KS 3 Y7,8,9	Comprehension	Read critically through studying setting, plot, and characterisation, and the effects of these.		
KS 3 Y7,8,9	Comprehension	Read critically through understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.		
KS 3 Y7,8,9	Comprehension	Read critically through making critical comparisons across texts.		
KS 3 Y7,8,9	Comprehension	Read critically through studying a range of authors, including at least two authors in depth each year.		