

# Primary Curriculum 2014



## **Suggested Key Objectives for Reading at Key Stages 1 and 2**

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# Deriving the Key Objectives

This booklet was based on the earlier booklet of Maths Key Objectives. The Maths booklet was intended to provide some key objectives for assessment that would allow teachers to make broad judgements about progress based on the most significant aspects of the National Curriculum for each year group.

The task for English is far more complex. The nature of the subject is inevitably less easy to break into manageable chunks for teaching and assessment. The challenge has been compounded by the vagaries of the structure of the new National Curriculum. These are particularly significant in English, where it seems that the focus has been to break down various objectives into minute detail, while leaving others broad and vague.

For example, when considering the role of phonics in reading, the National Curriculum document goes as far as to specify that children should be taught to “understand the use of the apostrophe”. By contrast, when it comes to the analysis of complex narratives, the requirements are vaguely presented in phrases such as “identifying how language, structure and presentation contribute to meaning”.

This lack of balance in the treatment in the various strands is reflected in the lack of balance in the key objectives listed in this booklet. For that reason, it is not suggested that this booklet is sufficient to form an entire assessment structure. However, it may support schools in identifying key strands around which they might choose to build their assessment materials

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# Year 1 Key Objectives

## Taken from the National Curriculum

1	Speedily read all 40+ letters/groups for 40+ phonemes
2	Read accurately by blending taught GPC
3	Read common exception words
4	Read common suffixes (-s, -es, -ing, -ed, etc.)
5	Read multi-syllable words containing taught gpcs
6	Read contractions and understanding use of apostrophe
7	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
8	Recognising and joining in with predictable phrases
9	Learning to appreciate rhymes and poems, and to recite some by heart
10	Drawing on what they already know or on background information and vocabulary provided by the teacher
11	Checking that the text makes sense to them as they read and correcting inaccurate reading
12	Discussing the significance of the title and events
13	Making inferences on the basis of what is being said and done
14	Predicting what might happen on the basis of what has been read so far
15	Explain clearly their understanding of what is read to them

# Year 1 Key Objectives

## Summarised form

1	Speedily read all basic phoneme/graphemes
2	Read accurately by blending known GPCs
3	Read common exception words
4	Read common suffixes
5	Read multi-syllable words containing known GPCs
6	Read contractions and understand use of apostrophe
7	Retell familiar stories and traditional tales
8	Recognise and join in with predictable phrases
9	Recite some poetry by heart
10	Understand texts based on prior knowledge or provided information
11	Correct inaccurate reading by check for sense
12	Discuss the significance of title and events
13	Make inferences on the basis of what is said and done
14	Make predictions based on reading so far
15	Explain clearly understanding of what is read to them

# Year 2 Key Objectives

## Taken from the National Curriculum

1	Secure phonic decoding until reading is fluent
2	Read accurately by blending, including alternative sounds for graphemes
3	Read multi-syllable words containing these graphemes
4	Read common suffixes
5	Read exception words, noting unusual correspondences
6	Read most words quickly & accurately without overt sounding and blending
7	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
8	Recognising simple recurring literary language in stories and poetry
9	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
10	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
11	Discussing the sequence of events in books and how items of information are related
12	Making inferences on the basis of what is being said and done
13	Answering and asking questions
14	Predicting what might happen on the basis of what has been read so far
15	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

# Year 2 Key Objectives

## Summarised form

1	Read fluently using decoding skill
2	Read accurately by blending, including alternative sounds for graphemes
3	Read multisyllable words containing known graphemes
4	Read common suffixes
5	Read exception words
6	Read most words quickly and accurately without overt sounding and blending
7	Discuss and express views on a wide range of poetry, stories and non-fiction
8	Recognise simple recurring literary language in stories and poetry
9	Perform poetry learnt by heart with appropriate intonation
10	Discuss and clarify the meanings of words
11	Discuss the sequence of events in books
12	Make inferences on the basis of what is being said and done
13	Ask and answer questions about a text
14	Predict what might happen based on reading so far
15	Explain and discuss understanding of a range of reading

# Year 3-4 Key Objectives

## Taken from the National Curriculum

1	Apply their growing knowledge of root words, prefixes and suffixes to read aloud
2	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
3	Retelling some of these (fairy tales, traditional tales, etc.) orally
4	Identifying themes and conventions in a wide range of books
5	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
6	Recognising some different forms of poetry
7	Using dictionaries to check the meaning of words that they have read
8	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
9	Identifying main ideas drawn from more than one paragraph and summarising these
10	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
11	Justify inferences with evidence
12	Discussing words and phrases that capture the reader's interest and imagination
13	Identifying how language contributes to meaning
14	Identifying how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction

# Year 3-4 Key Objectives

## Summarised form

1	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2	Read further exception words, including those with unusual spelling/sound links
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives
11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts
16	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
17	Read further exception words, including those with unusual spelling/sound links
18	Retell some fairy tales or traditional tales orally
19	Identify themes and conventions in a range of books
20	Perform plays and poetry aloud using intonation, tone, volume and action

# Year 5-6 Key Objectives

## Taken from the National Curriculum

1	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
2	Making comparisons within and across books
3	Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
4	Identifying and discussing themes and conventions in and across a wide range of writing
5	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
6	Asking questions to improve their understanding
7	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
8	Predicting what might happen from details stated and implied
9	Identifying how language, structure and presentation contribute to meaning
10	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
11	Recommending books that they have read to their peers, giving reasons for their choices
12	Participate in discussions about books, building on their own and others' ideas and challenging views courteously
13	Explain and discuss their understanding of what they have read,
14	Including through formal presentations and debates,
15	Provide reasoned justifications for their views

# Year 5-6 Key Objectives

## Summarised form

1	Use knowledge of morphology and etymology to read aloud and understand new words
2	Make comparisons within and across books
3	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
4	Identify and discuss themes and conventions across a wide range of writing
5	Discuss understanding of texts, including exploring meaning of words in context
6	Ask questions to improve understanding of texts
7	Summarise ideas drawn from more than one paragraphs, identifying key details
8	Predict future events from details stated and implied
9	Identify how language, structure and presentation contribute to meaning
10	Discuss how authors use language, including figurative language, to affect the reader
11	Make book recommendations, giving reasons for choices
12	Participate in discussions about books, building on and challenging ideas
13	Explain and discuss understanding of reading
14	Participate in formal presentations and debates about reading
15	Provide reasoned justifications for views

