

At Sutton Primary School, we follow the National Curriculum and a full and frank account of the objectives can be found at the website below.

<https://www.gov.uk/government/collections/national-curriculum>

The tables below outline the key objectives that we feel as a school are key to the children feeling confident when they eventually move onto the next year group, and are able to access the learning without having to play catch up.

There is always a degree of overlap and we ensure within our mixed year groups (Year 3/4 & Year 5/6) that the children achieve the objectives within their year group before moving onto the objectives in the next year group.

	Word Reading	Comprehension						
	Decoding	Range of reading & familiarity with texts	Poetry and performance	Word meanings and understanding	Inference and prediction	Authorial intent	Non-fiction	Discussing reading
Year 1	<ul style="list-style-type: none"> -Can apply phonic knowledge to decode words e.g. high, hand, cream, park -Can speedily respond with the correct sound to graphemes at Phase 5 'Letters & Sounds'. -Can read accurately by blending taught graphemes at Phase 5 e.g. coach, morning -Can read most common exception words (Trick Words) at Phase 5 using known 'sounds'. -Can read common suffixes (-s, -es, -ing, -ed, -er, -est) -Read most multi-syllable words containing taught graphemes at Phase 5. -Read contraction and understands the use of apostrophe to represent omitted letters. -Can read aloud phonically decodable texts at age appropriate level. 	<ul style="list-style-type: none"> -Can listen attentively to a wide range of poems, stories and non-fiction and can contribute relevant ideas to the discussion. -Can identify basic similarities and differences between their own experience and that of story characters. -Can recall a few basic features of age-appropriate key stories and traditional tales, retelling them in order. -Can identify the predictable phrases in a text and enjoys saying them aloud with the class. 	<ul style="list-style-type: none"> -Demonstrates enthusiasm for listening and responding to rhymes and poems (e.g. may comment on rhyme, word choice, humour, favourite part) 	<ul style="list-style-type: none"> -Can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed. -Can usually ask and answer 'how' & 'why' questions about what they have read. -Can usually check that the text makes sense to them as they read and go back to self-correct inaccurate reading. 	<ul style="list-style-type: none"> -Can discuss the link between events and the text title. -Can demonstrate simple inference. -Can usually predict what might happen with responses linked closely to the story characters, plot and language read so far. 	No content for Year 1.	No content for Year 1.	<ul style="list-style-type: none"> -Can contribute ideas and thoughts to discussion -Remembers significant events/key information. -Can take turns and listen to what others say within the discussion. -Can express views about events or characters in the story and explain clearly their understanding of what it meant to them.

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Year 2	<ul style="list-style-type: none"> -Can read fluently and decoding is now secure (Phase 6 – Letters & Sounds) -Can automatically and accurately blend alternative sounds for graphemes -Can accurately identify syllables within a word containing alternative sounds for graphemes. -Can read words with almost all common suffixes. -Can read almost all common exception words (trick words) using their knowledge of known 'sounds'. -Can read most familiar words without undue hesitation and without overt sounding and blending. 	<ul style="list-style-type: none"> -Can listen, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. -Can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales. -Can usually recognise simple recurring literacy language in stories and poetry e.g. I'll huff and I'll puff. 	<ul style="list-style-type: none"> -Has a repertoire of poems and can recite some with intonation to make the meaning clear. 	<ul style="list-style-type: none"> -Can discuss and clarify meanings of words usually linking new meanings to known vocabulary. -Can usually discuss the order of events in books and explain how items of information are related. -Can demonstrate their understanding by drawing on what they already know or on background information provided by the teacher. -Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read/self-corrected. 	<ul style="list-style-type: none"> -Can usually draw inferences based on what is being said and done -Can usually ask and answer questions. -Can usually predict what might happen with responses linked closely to the story characters, plot and language read so far. 	<ul style="list-style-type: none"> -Can discuss their favourite words and phrases and give reasons for their choice. 	<ul style="list-style-type: none"> -Can explain how non-fiction books are used and they can independently identify key features and use them to help find information. 	<ul style="list-style-type: none"> -Can contribute ideas and thoughts to discussion. -Remember significant events/key information and usually follow the agreed rules for effective discussion within a group/class. -Can explain and discuss their understanding of what has been read, acted out or listened to.

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Year 3	<ul style="list-style-type: none"> -Can read applying their knowledge of root words, prefixes and suffixes to understand the meanings of new words. -Can read further exception words with unusual correspondences between spelling and sound. 	<ul style="list-style-type: none"> -Can usually listen attentively and participate in discussion about a wider range of texts while expressing views and preferences. -Can read books that structured differently for a range of purposes. -Can demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally. -Can, with some support, identify and discuss themes and conventions in a range of books. 	<ul style="list-style-type: none"> -Can independently read aloud and perform poems and playscripts showing an understanding of intonation, tone, volume and action. -Can usually recognise some different forms of poetry e.g. free verse or narrative. 	<ul style="list-style-type: none"> -Becoming more independent at monitoring reading of texts for sense, self-correcting if they have misread, and discussing the meaning of new or unusual words in context. -Becoming more confident at asking themselves questions to improve their understanding when reading independently. -Can identify the main ideas in paragraphs and, with some support, can summarise these. 	<ul style="list-style-type: none"> -Beginning to draw inferences from their independent reading which are often correct but not always fully supported by reference to the text. -Can usually draw on their prior experience to predict what might happen next. 	<ul style="list-style-type: none"> -Can usually identify words or phrases that capture the reader's interest and imagination. -Can usually identify distinctive language, structural and presentational features in their independent reading. 	<ul style="list-style-type: none"> -Can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. -Can usually record information in a form that can be easily retrieved. 	<ul style="list-style-type: none"> -Can usually discuss books (those that are read to them and those that they can read for themselves) in groups and whole class following agreed rules for group/class talk.

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Year 4	<ul style="list-style-type: none"> -Can use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts. -Can use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word (e.g. business, separate) 	<ul style="list-style-type: none"> -Listens attentively and participates in discussions about a wider range of texts, justifying views and preferences by referring to the text. -Can read books that are structured in different ways for the appropriate purposes. -Can accurately retell a wide range of appropriate fairy stories, myths and legends providing detail which is interesting and appropriate. -Can identify and discuss some themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> -Can perform poems and playscripts using intonation, tone and volume and use drama approaches to aid understanding. -Can recognise some different forms of poetry and describe their features. 	<ul style="list-style-type: none"> -Can usually independently monitor reading of age appropriate texts for sense, self-correcting if they have misread and discuss the meaning of new or unusual words in context. -Can usually ask themselves questions to improve their understanding when reading independently. -Can identify the main ideas drawn from more than one paragraph and can usually summarise them. 	<ul style="list-style-type: none"> -Can draw inferences from their independent reading and beginning to justify these with evidence from the text. -Can predict what might happen next from details stated and implied. 	<ul style="list-style-type: none"> -Can discuss words or phrases that capture the reader's interest and imagination. -Can usually identify distinctive language, structural and presentational features in their independent reading and how these contribute to meaning. 	<ul style="list-style-type: none"> -Can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. -Can usually record information in a form that can be easily retrieved. 	<ul style="list-style-type: none"> -Can usually discuss books (those that are read to them and those that they can read for themselves) in groups and whole class following agreed rules for group/class talk.

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Year 5	<ul style="list-style-type: none"> -Can read aloud and understand the meaning of new words met applying a growing knowledge of morphology and etymology. -Pupil can decode most new words making a good pronunciation and meaning. 	<ul style="list-style-type: none"> -Can participate in discussion about a widening range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences justifying them by reference to the text, drawing on comparing and contrasting examples. -Can read books that are structured differently for a range of purposes. -Can independently make comparisons within and between books looking at characters, author viewpoint and fictional characters. -Is becoming increasingly familiar with a wide range of age appropriate texts and can identify some genres. -Can recognise and discuss themes that conventions in age appropriate texts (e.g. heroism or loss). 	<ul style="list-style-type: none"> -Can, with some support, learn by heart a range of poems. -Can prepare, read aloud and perform age appropriate poems and playscripts showing a developing understanding of intonation, tone and volume. 	<ul style="list-style-type: none"> -Can usually monitor reading of texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context (e.g. register). -Can usually ask themselves questions to improve their understanding when independently reading an age appropriate text. -Can, when reading an age appropriate book independently, identify the main ideas in the paragraphs and can usually summarise in one or two sentences using their own words and key vocabulary from the text. 	The statements below will be evidenced from increasingly challenging, but age appropriate books.			<ul style="list-style-type: none"> -Can usually draw inferences, such as inferring characters' feelings, thoughts and motives from their independent reading of age appropriate texts and explain their thinking returning to the text to support opinions. -Can usually predict what might happen next by usually identifying clues the writer has planted for the reader. 	<ul style="list-style-type: none"> -Can usually discuss language, including figurative language, the writer has chosen for impact and evaluate the impact on them as a reader. -Can usually identify distinctive language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader to draw meaning from the text. 	<ul style="list-style-type: none"> -Can distinguish between fact and opinion. -Can usually identify questions to be answered beforehand and use non-fiction texts on paper and on screen to answer them. -Usually records information in a form that can be easily retrieved. -Usually presents retrieved information in ways that are coherent and useful to themselves. 	<ul style="list-style-type: none"> Can usually share their opinions and make appropriate recommendations to their peers giving reasons. -Can usually take part in discussions listening and building on ideas while adhering to agreed discussion group behaviour. -Is beginning to explain and discuss understanding through formal presentations and debates. -Can provide explanations for their views.

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Year 6	<ul style="list-style-type: none"> -Can use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency 	<ul style="list-style-type: none"> -Can participate in discussion about a widening range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences justifying them by reference to the text, drawing on comparing and contrasting examples. -Can confidently read books that are structured differently for a range of purposes. -Can make comparisons between and within books and between versions of the same text giving examples to support opinions. -Is familiar with a wide range of books including those from other cultures and traditions and can independently identify name and describe some genres. -Can independently recognise and discuss the themes and conventions used in a wide range of texts e.g. isolation, flashbacks in narrative. 	<ul style="list-style-type: none"> -Can select and learn by heart an increasing range of poems. -Can prepare, read aloud and perform poems and playscripts showing understanding of intonation, tone and volume to gain and maintain the attention of the audience 	<ul style="list-style-type: none"> -Can usually monitor reading of texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context (e.g. register). -Can usually ask themselves questions to improve their understanding when independently reading an age appropriate text. -Can, when reading an age appropriate book independently, identify the main ideas in the paragraphs and can usually summarise in one or two sentences using their own words and key vocabulary from the text. 	The statements below will be evidenced from increasingly challenging, but age appropriate books.			<ul style="list-style-type: none"> -Can draw inferences, such as inferring characters' feelings, thoughts and motives from their independent reading of age appropriate texts and explain their thinking routinely returning to the text to support opinions. -Can predict what might happen next by usually identifying clues the writer has planted for the reader. 	<ul style="list-style-type: none"> -Can discuss language, including figurative language, the writer has chosen for impact and evaluate the impact on them as a reader. -Can usually identify distinctive language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader to draw meaning from the text. 	<ul style="list-style-type: none"> -Can distinguish between fact and opinion. -Can usually identify questions to be answered beforehand and use non-fiction texts on paper and on screen to answer them. -Usually records information in a form that can be easily retrieved. -Usually presents retrieved information in ways that are coherent and useful to themselves. 	<ul style="list-style-type: none"> Can share their opinions and make appropriate recommendations to their peers giving reasons. -Can take part in discussions listening and building on ideas while adhering to agreed discussion group behaviour. -Can explain their understanding through formal presentations and debates. -Can justify views usually offering coherent evidence to support this.

