

Reading Targets

A Year 1 Reader

Word Reading

I can match all 40+ graphemes to their phonemes.

I can blend sounds in unfamiliar words.

I can divide words into syllables.

I can read compound words.

I can read words with contractions and understand that the apostrophe represents the missing letters.

I can read phonetically decodable words.

I can read words that end with 's, -ing, -ed, -est

I can read words which start with un-.

I can add -ing, -ed and -er to verbs. (*Where no change is needed to the root word*)

I can read words of more than one syllable that contain taught GPCs.

Comprehension

I can say what I like and do not like about a text.

I can link what I have heard or read to my own experiences.

I can retell key stories orally using narrative language.

I can talk about the main characters within a well known story.

I can learn some poems and rhymes by heart.

I can use what I already know to understand texts.

I can check that my reading makes sense and go back to correct myself when it doesn't.

I can draw inferences from the text and/or the illustrations. (Beginning)

I can make predictions about the events in the text.

I can explain what I think a text is about.

Reading Targets

Exceeding Year 1 Expectations

I can read accurately and confidently words of 2 or more syllables.

I can talk about my favourite authors or genre of books.

I can predict what happens next in familiar stories.

I am happy to read aloud in front of others.

I can tell someone about my likes and dislikes related to a story I have read or a story I have had read to me.

I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.

I am aware of mistakes made when my reading does not make sense.

I can re-read a passage if I'm unhappy with my own comprehension.

I have a growing awareness of how non-fiction texts are organised.

I can use illustrations as an important feature in helping me to read.

Reading Targets

A Year 2 Reader

Word Reading

I can decode automatically and fluently.

I can blend sounds in words that contain the graphemes we have learnt.

I can recognise and read alternative sounds for graphemes.

I can read accurately words of two or more syllables that contain the same GPCs.

I can read words with common suffixes.

I can read common exception words.

I can read and comment on unusual correspondence between grapheme and phoneme.

I read most words quickly and accurately when I have read them before without sounding out and blending.

I can read most suitable books accurately, showing fluency and confidence.

Comprehension

I can talk about and give an opinion on a range of texts.

I can discuss the sequence of events in books and how they relate to each other.

I use prior knowledge, including context and vocabulary, to understand texts.

I can retell stories, including fairy stories and traditional tales.

I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.

I can find recurring language in stories and poems.

I can talk about my favourite words and phrases in stories and poems.

I can recite some poems by heart, with appropriate intonation.

I can answer and ask questions about the text.

I can make predictions based on what I have read.

I can draw (*simple*) inferences from illustrations, events, characters' actions and speech.

Reading Targets

Exceeding Year 2 Expectations

When reading aloud I can improve my meaning through my expression and intonation.

I can identify and comment on the main characters in stories and the way they relate to one another.

I can self-correct, look backwards and forwards in the text and search for meaning.

I can comment on the way the characters relate to one another

I can show an understanding of the main points of the text and re-tell the story.

I can make sensible predictions about what is likely to happen in the story and to different characters.

I know how suspense and humour are built up in a story, including the development of the plot.

I can recognise similarities in the plot or characters within different stories.

I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.

I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.

Reading Targets

A Year 3 Reader

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I read a range of fiction, poetry, plays, and non-fiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can describe some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on the details I have read.

I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text.

I can explain how structure and presentation contribute to the meaning of texts.

I can use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Reading Targets

Exceeding Year 3 Expectations

I can skim materials and note down different views and arguments.

I pause appropriately in response to punctuation and/or meaning.

I can justify predictions by referring to the story.

I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.

I can read ahead to determine direction and meaning in a story.

I can investigate what is known about the historical setting and events and their importance to the story.

I can work out from the evidence in the text what characters are like.

I can explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively.

I can identify the way a writer sets out to persuade.

I can explore the relationship between a poet and the subject of a poem.

Reading Targets

A Year 4 Reader

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I know which books to select for specific purposes, especially in relation to science, geography and history learning.

I can use a dictionary to check the meaning of unfamiliar words.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can identify some of the literary conventions in different texts.

I can identify the (*simple*) themes in texts.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can explain the meaning of words in context.

I can ask relevant questions to improve my understanding of a text.

I can infer meanings and begin to justify them with evidence from the text.

I can predict what might happen from details stated and from the information I have deduced.

I can identify where a writer has used precise word choices for effect to impact on the reader.

I can identify some text type organisational features, for example, narrative, explanation and persuasion.

I can retrieve information from non-fiction texts.

I can build on others' ideas and opinions about a text in discussion.

Reading Targets

Exceeding Year 4 Expectations

I can locate and use information from a range of sources, both fiction and non-fiction.

I can compare fictional accounts in historical novels with the factual account.

I can appreciate the bias in persuasive writing, including articles and advertisements.

I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.

I can use inference and deduction to work out the characteristics of different people from a story.

I can compare the language in older texts with modern Standard English (*spelling, punctuation and vocabulary*).

I can skim, scan and organise non-fiction information under different headings.

I can refer to the text to support my predictions and opinions.

I can recognise complex sentences.

I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

Reading Targets

A Year 5 Reader

Page 1

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can identify significant ideas, events and characters; and discuss their significance.

I can recite poems by heart, e.g. narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Reading Targets

A Year 5 Reader

Page 2

Comprehension (continued)

- I can use meaning-seeking strategies to explore the meaning of words in context.
- I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
- I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
- I can identify grammatical features used by the writer (*rhetorical questions, varied sentence lengths, varied sentence starters, empty words*) to impact on the reader.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can justify inferences with evidence from the text.
- I can make predictions from what has been read.
- I can summarise the main ideas drawn from a text.
- I can identify the effect of the context on a text; for example, historical context or other cultures.
- I can identify how language, structure and presentation contribute to the meaning of a text.
- I can express a personal point of view about a text, giving reasons.
- I can make connections between other similar texts, prior knowledge and experience.
- I can compare different versions of texts and talk about their differences and similarities.
- I can listen to and build on others' ideas and opinions about a text.
- I can present an oral overview or summary of a text.
- I can present the author's viewpoint of a text.
- I can present a personal point of view based on what has been read.
- I can listen to others' personal point of view.
- I can explain a personal point of view and give reasons.
- I know the difference between fact and opinion.
- I can use my knowledge of structure of text type to find key information.
- I can use text marking to identify key information in a text.
- I can make notes from text marking.

Reading Targets - Comprehension

Exceeding Year 5 Expectations

I can express opinions about a text, using evidence from the text, giving reasons and explanations. (*Point, evidence, explanation*)

I can adapt my own opinion in the light of further reading or others' ideas.

I can identify formal and informal language .

I know the features of different narrative text types, for example, adventure, fantasy, myths.

I can compare texts by the same writer.

I can compare texts by different writers on the same topic.

I can summarise key information from different texts.

I can empathise with different characters' points of view.

I can infer meaning using evidence from the text and wider reading and personal experience.

I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.

I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.

I know how the way a text is organised supports the purpose of the writing.

I can use scanning and text marking to find and identify key information.

Reading Targets

A Year 6 Reader

Page 1

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

I can read fluently, using punctuation to inform meaning.

Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read books that are structured in different ways.

I can recognise texts that contain features from more than one text type.

I can evaluate how effectively texts are structured and presented.

I can read non-fiction texts to help with my learning.

I read accurately and check that I understand.

I can recommend books to others and give reasons for my recommendation.

I can identify themes in texts.

I can identify and discuss the conventions in different text types.

I can identify the key points in a text.

I can recite a range of poems by heart, e.g. narrative verse, sonnet.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Reading Targets

A Year 6 Reader

Page 2

Comprehension (continued)

I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.

I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.

I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.

I can express a personal point of view about a text, giving reasons linked to evidence from texts.

I can raise queries about texts.

I can make connections between other similar texts, prior knowledge and experience and explain the links.

I can compare different versions of texts and explain the differences and similarities.

I listen to others' ideas and opinions about a text.

I can build on others' ideas and opinions about a text in discussion.

I can explain and comment on explicit and implicit points of view.

I can summarise key information from different parts of a text.

I can recognise the writer's point of view and discuss it.

I can present a personal point of view based on what has been read.

I can present a counter-argument in response to others' points of view.

I can provide reasoned justifications for my views.

I can refer to the text to support opinion.

I can distinguish between statements of fact and opinion.

I can find information using skimming to establish the main idea.

I can use scanning to find specific information.

I can text mark to make research efficient and fast.

I can organise information or evidence appropriately.

Reading Targets - Comprehension

Exceeding Year 6 Expectations

I can explain the structural devices used to organise a text.

I can comment on the structural devices used to organise the text.

I can read several texts on the same topic to find and compare information.

I can explain the main purpose of a text and summarise it succinctly.

I can draw inferences from subtle clues across a complete text

I can recognise the social, historical and cultural impact on the themes in a text.

I can comment on the development of themes in longer novels.

I can compare and contrast the styles of different writers with evidence and explanation.

I can evaluate the styles of different writers with evidence and explanation.

I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

I can compare and contrast the language used in two different texts.

I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.

I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.

I can identify how writers manipulate grammatical features for effect.

I can analyse why writers make specific vocabulary choices.

I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.

I can explain how and why a text has impact on a reader.

I can identify how characters change during the events of a longer novel.

I can explain the key features, themes and characters across a text.

I can compare and contrast characters, themes and structure in texts by the same and different writers.

I can explain the author's viewpoint in a text and present an alternative point of view.

I can explain an opinion, referring to the text to justify it; (*Point, evidence, explanation*).

I can present a counter-argument in response to others' points of view using evidence from the text and explanation (*Point, evidence, explanation*)

I can use a combination of skimming, scanning and text marking to find and collate information.

I can re-present collated information.