

Reading Targets

Child's Name: _____

A Year 1 Reader

TARGETS	SEEN	SECURE
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. (<i>Where no change is needed to the root word</i>)		
I can read words of more than one syllable that contain taught GPCs.		
Comprehension and Inference		
I can say what I like and do not like about a text, using 'because'.		
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 identify the meaning of a word in context.		
I can use punctuation to help my understanding.		
I can draw inferences from the text and/or the illustrations. (<i>Beginning</i>)		
I can make predictions about the events in the text.		
I can explain what I think a text is about.		
I can ask questions about a text to clarify my understanding		
I can identify patterns in a text and recurring language		
Vocabulary, Grammar and Punctuation		
I can use the relevant terminology outlined for Year 1 in the National Curriculum: Letter; capital letter; word; singular; plural; sentence; punctuation; full stop; question mark; exclamation mark		

A Year 2 Reader

TARGETS	SEEN	SECURE
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 self-correct my reading straight away when I read something incorrectly.		
I can read most suitable books accurately, showing fluency and confidence.		
I can sustain silent reading most of the time.		
Comprehension, Inference and Language for Effect		
I can talk about and give an opinion on a range of texts, using evidence from the text, including why some language was effective.		
I can discuss the sequence of events in books and how they relate to each other.		
I can identify words and phrases that link events.		
I recognise how events change things in a story, for example a character's behaviour.		
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, and sometimes change them as I read more.		
I can draw (<i>simple</i>) inferences from illustrations, events, characters' actions and speech.		
I am beginning to understand how some texts are organised (e.g index, bold)		
Vocabulary, Grammar and Punctuation		
I can use the relevant terminology outlined for Year 2 in the National Curriculum: Year 1 terminology, noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma.		

A Year 3 Reader

TARGETS	SEEN	SECURE
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, Inference and Language for Effect		
I can suggest reasons for actions and events		
I read a range of fiction, poetry, plays, and non-fiction texts.		
I can discuss the texts that I read, referring back to the text for evidence and justify my views.		
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 indexes and contents effectively.		
I can identify new vocabulary and sentence structures and talk about them.		
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 and how likely it is to happen.		
I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.		
I can empathise with characters.		
I can identify how settings are used to create atmosphere.		
I can use a dictionary to check the meaning of unfamiliar words.		
I can identify the main points of a text and summarise them.		
I can explain how structure and presentation contribute to the meaning of texts.		
I can use non-fiction texts to retrieve information, for example from tables and charts.		
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
I have begun to identify themes across texts, e.g. friendship, good and evil.		
I evaluate the effectiveness of texts in terms of function, form and language features.		

Vocabulary, Grammar and Punctuation		
I can use the relevant terminology outlined for Year 3 in the National Curriculum: Year 1 & 2 terminology, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')		

Reading Targets

Child's Name: _____

A Year 4 Reader

TARGETS	SEEN	SECURE
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, Inference and Language for Effect		
I recognise the introduction, build up, climax or conflict and resolution in a narrative		
I can summarise the way a setting affects a character's appearance, actions and relationships.		
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 (<i>simple</i>) 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 make deductions about the motives and feelings behind a character's words and justify my opinions about the character.		
I can infer meanings and begin to justify them with evidence from the text, using specific words and phrases as evidence.		
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 summarise the main ideas of a non-fiction text.		
I can build on others' ideas and opinions about a text in discussion.		
I can identify different types of poetry.		
Vocabulary, Grammar and Punctuation		
I can use the relevant terminology outlined for Year 4 in the National Curriculum: Year 1-3 terminology, determiner, pronoun, possessive apostrophe, adverbial.		

A Year 5 Reader

TARGETS	SEEN	SECURE
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, Inference and Language for Effect		
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 and how they change during a story, giving possible reasons not stated in the text.		
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.		
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 using terminology including onomatopoeia, metaphor and personification.		
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 (<i>rhetorical questions, varied sentence lengths, varied sentence starters, empty words</i>) to impact on the reader.		
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and understand that characters have different perspectives in a story.		
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 know the difference between fact and opinion.		
I can identify balanced or biased viewpoints and discuss them.		
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, and make notes.		
Vocabulary, Grammar and Punctuation		
I can use the relevant terminology outlined for Year 5 in the National Curriculum: Year 1-4 terminology, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.		

A Year 6 Reader

TARGETS	SEEN	SECURE
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, Inference and Language for Effect		
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 recommend books to others and give reasons for my recommendation.		
I can identify themes in texts and evidence for them.		
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.		
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 analyse dialogue at key moments and summarise its purpose.		
I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of 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 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 competing views and draw reasoned conclusions.		
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 with suitable evidence and expansion.		

I can distinguish between statements of fact and opinion.		
I can retrieve information (eg. through skimming or scanning) referring to more than one place in the text and where there is competing information.		
I can text mark to make research efficient and fast.		
Vocabulary, Grammar and Punctuation		
I can use the relevant terminology outlined for Year 6 in the National Curriculum: Year 1-5 terminology, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.		

Moving beyond Year 6 Expectations

Comprehension

- **uses selective quotation and identifies specific detail from across a text/texts to support main ideas or argument; summarises these effectively**
- **identifies how a line of argument develops**
- **summarises complex plots**
- **identifies devices and vocabulary choices that provide emphasis or commentary and understands how this reinforces the writer's viewpoint , e.g. *repetition across a text, the use of quotation marks for ironic effect or to create distance***
- **identifies and explains how features of layout help to locate information, or guide the reader across print and electronic text types texts**
- **comments on how features relating to organisation at a text level contribute to the effects achieved , for example the use of analogy, the build up to a twist in the tale, the use of rhythm or rhyme in poetry**
- **comments critically on different parts of the writing e.g. what wasn't necessary, credibility in plotting**
- **recognises the usefulness of statistics, quotations and how these might be subject to bias or selective interpretation**
- **demonstrates that conclusions are based on evidence e.g. *can explain how an author has come to adopt a particular viewpoint***
- **uses technical terms to indicate, discuss and evaluate vocabulary choice, sentence construction and the use of figurative language (word classes, units of meaning, poetic devices)**

Comprehension/Inference

- **develops responses to texts by speculating, formulating hypotheses and moving beyond initial thoughts and ideas; challenges own perceptions and considers alternative points of view**
- **explains what the author wants the reader to think quoting text as appropriate to justify viewpoint**

Inference

- **uses deduction and inference by drawing on evidence across larger sections of the text sometimes referring to events in an earlier chapter**
- **considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage and, with support, can consider how readers at the time may have interpreted the text differently**

Language for effect

- **Identifies different layers of meaning and attempts to explore the links created , e.g. *associations arising from vocabulary choice in imagery; connotations arising from a persuasive speech***

Themes and conventions

- **discusses themes and motives within the text and takes note of how they are developed**
- **discusses how contexts in which texts are written and read affect meaning, for example how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time**