**Information for Parents/Carers**

**Reading Targets**

**A Year 1 Reader**

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| **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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**Reading Targets**

**Exceeding Year 2 Expectations**

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| --- |
| 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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**Reading Targets**

**Exceeding Year 4 Expectations**

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| --- |
| 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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**Reading Targets - Comprehension**

**Exceeding Year 5 Expectations**

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| --- |
| 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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**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. |

**Information for Parents/Carers**

**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. |