



# Reading Targets

| <b>Word Recognition</b>   |   |
|---|---|
| <b>Year 1 expectation</b>   | <b>Year 2 expectation</b>   |
| <p><b>I can read all of the words on list 2 and 3</b><br/>I can use letter sounds to work out and read new words</p> <p><b>I can say quickly the sound of all the letters and letter groups.</b></p> <p><b>I can read new words correctly by blending the letter and letter group sounds I have been taught.</b></p> <p><b>I can read some common exception words and see where the letter sounds are different.</b></p> <p><b>I can read aloud books that use letters and letter groups I have been taught</b><br/>I can read words made up of the letter sounds I know and which have endings –s, -es, -in, -ed, and –est</p> <p>I can read words of more than one syllable using sounds that I have been taught.</p> <p>I can read words like I’m, I’ll and we’ll and understand that the ‘ is there for the missing letter or letters.</p> <p>I can use the sounds I know to re-read books more fluently and with more confidence.</p> <p>I am starting to read with increased pace and some expression.</p> <p>I can pause at full stops when I read</p> | <p><b>I can read all words on lists 4, 5 and 6</b><br/>I can use the sounds I know to decode words automatically and my reading is fluent.</p> <p><b>I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.</b></p> <p><b>I can read words of two or more syllables that contain sounds I have been taught.</b><br/>I can read words containing common suffixes.</p> <p><b>I can read most words quickly and accurately without needs to sound and blend words I have seen before.</b></p> <p><b>I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.</b></p> <p><b>I can re-read books sounding out new words correctly to improve my speed and confidence.</b></p> |
| <b>Text knowledge</b>   |   |
| <b>Year 1 expectation</b>   | <b>Year 2 expectation</b>   |
| <p><b>I can usually spot if a word has been read wrongly by following the sense of the text.</b><br/><b>I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</b></p> <p>I can spot a rhyming text</p> <p>I can see patterns and structures in texts</p> <p>I can use the words <i>cover, illustration and contents</i></p>  | <p><b>I can enjoy reading and discussing the order of events in books and how items of information are related.</b></p> <p><b>I can enjoy reading by knowing a wider range of stories and I can retell them to others.</b></p> <p>I can recognise repeated themes and ideas in stories and poems.</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.</p> <p>I can talk about my favourite words and phrases.</p> <p>I enjoy reading poems and know some off by heart.</p> <p><b>I can spot if a word has been read wrongly by following the sense of the text.</b></p> <p>I can show an awareness of how different texts are structured (e.g. playscripts, poetry)</p>                     |

| <b>Comprehension</b>   |  |
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| <b>Year 1 expectation</b>  | <b>Year 2 expectation</b>  |
| <p><b>I can enjoy and understand a wide range of stories, poems, and non-fiction texts that I can't read myself by hearing them read and talking about them with others.</b></p> <p><b>I can talk about the events in books I have read or heard</b></p> <p><b>I can say what might happen next in a story.</b></p> <p>I can enjoy and understand rhymes and poems, and can recite some by heart.</p> <p>I can say how the characters might feel in a story I have read or heard.</p> <p>I can take part in a group talking about what we have listened to. I take turns and listen to what others have to say.</p> <p>I can explain clearly my understanding of texts which have been read to me.</p> | <p><b>I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</b></p> <p>I can recognise repeated themes and ideas in stories and poems.</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.</p> <p>I enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.</p> <p>I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.</p> <p>I can say how the characters might feel in a story I have read or heard based on when they say or do.</p> <p><b>I can ask and answer simple questions about the books or stories I am reading.</b></p> <p><b>I can say what might happen next in a story based on what has happened so far.</b></p> <p>I can explain what I think and enjoy about a range of texts I have read.</p> <p>I can begin to quote from texts to support my ideas</p> |
| <b>Grammar</b>   |  |
| <b>Year 1 expectation</b>  | <b>Year 2 expectation</b>  |
| <p>I can spot words with verb endings (e.g. <i>ing, ed</i>)</p> <p>I can say why basic punctuation is used.</p>  | <p>I can identify the use of present tense.</p> <p>I can recognise when the past tense is used</p> <p>I can recognise the sentences with different forms (e.g. statement, question, exclamation)</p> <p>I recognise how words are used for effect (e.g. rhymes adjectives, adverbs and imperative verbs.)</p> <p>I can recognise and understand all suffixes (e.g. -ness, -er, -est, -ful, -less -ly)</p>  |

| <b>Word Recognition</b>  |  |
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| <b>Year 3 expectation</b>  | <b>Year 4 expectation</b>  |
| <p>I can blend one and two syllable words</p> <p>I can read aloud with increasing confidence, fluency and expression</p> <p>I can use punctuation to aid with expression.</p> <p><b>I can read further exception words including words that do not follow spelling patterns.</b></p> <p>I can use my knowledge of root words, prefixes (including dis-, mis-, il-,im-,ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.</p> <p>I can read aloud poems and perform play scripts.</p>  | <p><b>I can use my knowledge of root words, prefixes (including re-, sub-, inter-,super-anti-, auto- ir-) and suffixes (including –ation, -ous) to help me read aloud and to understand the meaning of new words.</b></p> <p><b>I can read and decode further exception words including words that do not follow spelling patterns.</b></p> <p>I can use a range of strategies to establish the meaning of an unfamiliar word</p> <p>I can use expression to separate speech from narrative</p>  |
| <b>Text knowledge</b>  |  |
| <b>Year 3 expectation</b>  | <b>Year 4 expectation</b>  |
| <p><b>I enjoy listening to, and discussing stories, poems, plays and non-fiction texts.</b></p> <p>I can show that I enjoy reading by reading lots of different types of books, including myths and legends and retell them to others.</p> <p>I can identify interesting words and phrases in the texts I read and talk about how they help me find information or help my imagination.</p> <p>I can say how a text is organised to help me understand it, identifying paragraphs, headings, subheadings and inverted commas to show speech.</p> <p><b>I can use non-fiction texts to find out and record information on a subject.</b></p>                  | <p><b>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction, and reference books.</b></p> <p>I enjoy reading a wide range of different texts for different reasons.</p> <p><b>I can use non-fiction texts to find out and record information on a wide range of subject.</b></p> <p>I can compare texts will similar themes and features, discussing their effectiveness</p>  |
| <b>Comprehension</b>   |  |
| <b>Year 3 expectation</b>  | <b>Year 4 expectation</b>  |
| <p>I can understand what I have read, checking it makes sense by talking to others about it.</p> <p><b>I can tell you what the book I am reading is about.</b></p> <p>I can ask questions about the texts that I have read to help me understand them.</p> <p><b>I can work out what a character in a book is feeling by the actions they take and can explain how I know.</b></p> <p><b>I can predict what might happen from clues in what I have read.</b></p> <p>I can explain the main ideas in a paragraph.</p> <p><b>I can discuss the ideas and themes in the books and poems I have listened to and read, and listen to the ideas of others.</b></p> | <p>I can use a dictionary to check the meaning of words.</p> <p>I can discuss and identify different types of poetry (eg free verse, narrative)</p> <p>I can check what I have read and that I have understood it by explaining what has happened.</p> <p>I can ask questions to help me understand a more complicated text.</p> <p>I can tell from what I have read how character is feeling and thinking and why they act as they do. I can show you the parts of a text that tell me this.</p> <p>I can predict what will happen in a text using details I have already read to help me.</p> <p>I can summarise what has happened in a text using themes from paragraphs to help me.</p> <p>I can understand how the use of words in a text, and its presentation add to its meaning. (eg use of paragraphs, and sentence</p> |

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|   | <p>construction)</p> <p>I can join in a clear reasoned discussion about the books I have read, taking turns and listening to others.</p> <p>I can identify figurative language and comment on its effect</p>                                   |
| <p><b>Grammar</b></p>   |  |
| <p><b>Year 3 expectation</b></p>  | <p><b>Year 4 expectation</b></p>   |
| <p>I can identify different types of sentences and comment on their effect.</p> <p>I can identify compound sentences and expanded noun phrases.</p> | <p>I can identify and explain the purpose of a subordinate clause</p> <p>I can point out the use of adverbials to express time or number (e.g. Several years later, Secondly,).</p> <p>I know that nouns and adjectives can also be verbs.</p> |

| <b>Word Recognition</b>   |   |
|---|---|
| <b>Year 5 expectation</b>   | <b>Year 6 expectation</b>   |
| <p><b>I can read aloud and understand the meaning of at least ½ the words on the Year 5/6 list.</b></p> <p>I am developing my skills so I can read more demanding fiction and non-fiction texts more independently, competently and fluently. I can prepare poems and plays to read aloud and perform. I can use my voice to make them interesting to listen to and to make their meaning clear.</p>  | <p><b>I can read aloud and understand the meaning of the words on the Year 5/6 list.</b></p> <p>I can read, understand and learn from a wide range of poetry and can learn longer poems by heart.</p> <p>I skim and scan efficiently so that research is fast and effective.</p> <p>I read more demanding texts independently, competently and fluently.</p>  |
| <b>Text knowledge</b>   |   |
| <b>Year 5 expectation</b>   | <b>Year 6 expectation</b>   |
| <p><b>I can read, enjoy and understand a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</b></p> <p>I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><b>I can write or present a detailed book review, including reasons why I would recommend the book.</b></p> <p>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>I can discuss and compare events, issues and characters within a book I have read.</p> <p><b>I can retrieve, record and present facts and information from non-fiction texts.</b></p> | <p><b>I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.</b></p> <p>I can read, enjoy, understand and discuss books that are written by different authors in different styles. I can read books that are structured in different ways for different purposes, e.g. for fun or research.</p> <p>I can discuss ideas, events, structures, issues, characters and plots across a wide range of writing.</p> <p>I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.</p> <p>I can understand how language, structure and presentation contribute to the meaning of a text.</p> |
| <b>Comprehension</b>  |   |
| <b>Year 5 expectation</b>   | <b>Year 6 expectation</b>   |
| <p><b>I can understand what I am reading by checking the themes and plot makes sense to me, and by finding the meaning of new words.</b></p> <p>I can ask sensible and interesting questions about texts to help me deepen my understanding.</p> <p>I can explain character’s feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>I can tell the difference between statements of fact and opinion.</p>  | <p><b>I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.</b></p> <p>I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me.</p> <p><b>I can fully explain my views with reasons and evidence from the text.</b></p>   |

## Grammar

### Year 5 expectation

I can point out where nouns and adjectives are converted to verbs (e.g. -ate; -ise; -ify).

I can point out the use of adverbials for manner or place (e.g. Lunging forward, Between the houses,).

I can identify the use of the relative clause and explain my reasons.

I am beginning to recognise the purpose of the semi-colon

I understand the use of conjunctions (AKA connectives) as signposts to indicate a change of scene, opinion and/or voice.

### Year 6 expectation

I accurately comment on the purpose of the full range of punctuation and how it is used  
I recognise the use of the passive form e.g. A new planet was recently discovered by scientists vs. Scientists recently discovered a new planet.