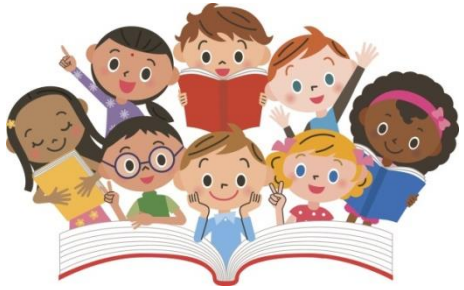
Targets for a Year 1 Reader

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

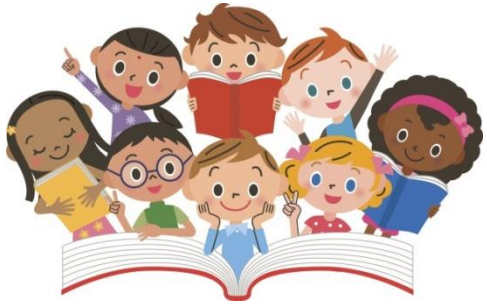
•I can say what I like and do not like about a text.
•I can link what I have heard or read to my own experiences.
•I can retell key stories orally using narrative language.
•I can talk about the main characters within a well-known story.
•I can learn some poems and rhymes by heart.
•I can use what I already know to understand texts.
•I can check that my reading makes sense and go back to correct 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

These targets are for your child to work on and achieve by the end of the academic year.

Targets for 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

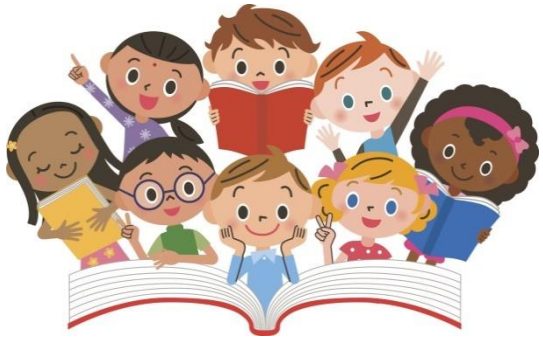
•I can talk about and give an opinion on a range of texts.
•I can discuss the sequence of events in books and how they relate to each other.
•I use prior knowledge, including context and vocabulary, to understand texts.
•I can retell stories, including fairy stories and traditional tales.
•I can read 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.
•I can make predictions based on what I have read.
•I can draw (simple) inferences

These targets are for your child to work on and achieve by the end of the academic year.

Targets for a Year 3 Reader

Word reading

•I can apply 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

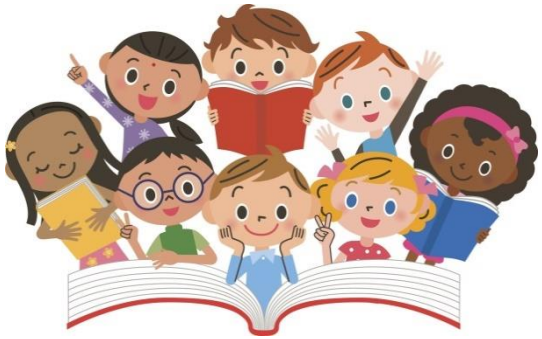
•I read a range of fiction, poetry, plays, and non-fiction texts.
•I can discuss the texts that I read.
•I can read aloud and independently, taking turns and listening to others.
•I can explain how non-fiction books are structured in different ways and can use them effectively.
•I can explain some of 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 details I have.
•I can draw inferences such as inferring 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.

These targets are for your child to work on and achieve by the end of the academic year.

Targets for a Year 4 Reader

Word reading

•I can apply 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

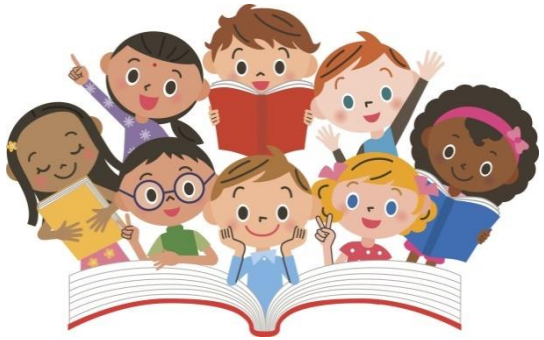
•I know which books to select for specific purposes, especially in relation to science, geography and history learning.
•I can use a dictionary to check the meaning of unfamiliar words.
•I can discuss and record words and phrases that writers use to engage and impact on the reader.
•I can identify some 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.

These targets are for your child to work on and achieve by the end of the academic year.

Targets for a Year 5 Reader

Word reading

•I can apply 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

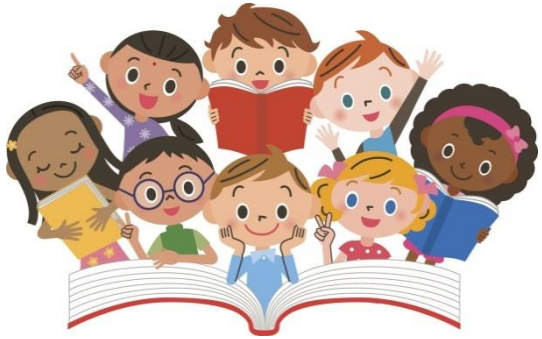
•I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
•I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating 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.
I can use strategies to find out the meaning of words in context.
• I can use strategies to find out the meaning of idiomatic and figurative language.
• I can identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification.
• I can identify grammatical features used by 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 summarise the main ideas drawn from a text.

These targets are for your child to work on and achieve by the end of the academic year.

Targets for a Year 6 Reader

Word reading

•I can apply 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.

These targets are for your child to work on and achieve by the end of the academic year.