**National Curriculum Reading Targets:**

**Year 1**

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| WORD READING | I can apply my letters and sounds knowledge and skills to decode words. |
| I respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including the alternative sounds for graphemes. |
| I read accurately by blending sounds in unfamiliar words containing GPCs that I have been taught. |
| I can read common ‘exception words’ (that don’t follow the usual rules!) and I can spot the unusual links between the spelling and the sound and where these happen in the word. |
| I can read words containing the GPCs that I have learnt and ‘–s’, ‘–es’, ‘–ing’, ‘–ed’, ‘–er’ and ‘–est’ endings. |
| I can read other words of more than one syllable that contain GPCs that I have learnt. |
| I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the letter(s) that is/are missed out. |
| I can read aloud accurately some books using my phonic knowledge where I don’t need to use other ways to work out words. |
| I can re-read these books to build up my fluency and confidence in word reading. |
| COMPREHENSION | Attitudes to Reading: developing pleasure in reading, motivation and understanding | I listen to and discussing a wide range of poems, stories and non-fiction that I would not be able to read by myself (independently). |
| I can link what I have read or heard read to things that happen in my own life (my own experiences). |
| I am becoming very familiar with key stories, fairy stories and traditional tales. I can retell them and know different things about these stories (their particular characteristics). |
| I can recognise and join in with parts that I know (predictable phrases). |
| I can appreciate rhymes and poems and I can even recite some by heart. |
| I discuss the meanings of words and I can link new meanings to those that I already know. |
| Understanding texts that I can read and texts that are read to me | I can think about what they already know or on some background information and vocabulary that the teacher has given me. |
| I check that the text makes sense to me as I read and I can correct any mistakes in my reading. |
| I can discuss how important the title is and how important particular events in the story are. |
| I can make inferences about things that are said and done. |
| I can predict what might happen based on what I have read so far. |
| DISCUSS-ION ABOUT READING | I can take part in discussion about books that are read to me and those that I read for myself, taking turns and listening to what others say. |
| I can explain what is read to me to show my understanding. |

**Year 2**

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| WORD READING | I am continuing to apply my letters and sounds knowledge and skills to decode words. It is nearly automatic now and my reading is fluent. |
| I can read accurately by blending the sounds in words that contain the graphemes I have learnt so far. I can especially recognise alternative sounds for graphemes. |
| I can read accurately words of two or more syllables that contain the same graphemes as above. |
| I can read words containing common suffixes. |
| I can read further common ‘exception words’ (that don’t follow the rules!). I can spot the unusual links between spelling and sound and where these happen in the word. |
| I can read most words (that I have seen a lot!) quickly and accurately, without obvious sounding and blending. |
| I read aloud books that test me on my phonic knowledge. I sound out unfamiliar words accurately, automatically and without much hesitation. |
| I re-read these books to build up my fluency and confidence in word reading. |
| COMPREHENSION | Attitudes to Reading: developing pleasure in reading, motivation and understanding | I listen to, discuss and express my views about lots of contemporary and classic poetry, stories and non-fiction that I could not read by myself. |
| I can discuss the order that things happen (sequence of events) in books and how and when we readers find out the information. |
| I am becoming more familiar with a wider range of stories, fairy stories and traditional tales and can retell them! |
| I can discuss non-fiction books that are structured in different ways. |
| I can recognise simple repeating language in stories and poetry. |
| I can discuss and make clear the meanings of words, linking new meanings to vocabulary that I already know. |
| I can discuss my favourite words and phrases. |
| I am building up some poems learnt by heart. I appreciate these and can recite some, with appropriate intonation to make the meaning clear. |
| Understanding texts that I can read and texts that are read to me | I can use information that I already know or on background information and vocabulary that my teacher has given me. |
| I can check that the text makes sense as read and I can correct it if I get things wrong. |
| I can make inferences based on what is being said and done. |
| I can answer and ask questions to help show my understanding of texts. |
| I can predict what might happen based on what has been read so far. |
| DISCUSS-ION ABOUT READING | I can take part in discussion about books, poems and other works that are read to me and those that I can read for myself. I can take turns and listen to what others say. |
| I can explain and discuss my understanding of books, poems and other material that I listen to and that I read for myself. |

**Year 3**

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| WORD READING | I can apply my knowledge of root words, prefixes and suffixes to read aloud with appropriate expression and intonation. |
| I can use my knowledge of those root words, prefixes and suffixes to help me understand the meaning of different words. |
| I can read many of the ‘exception words’ (words that don’t follow the rules) and I can spot where if sound and the spelling don’t match. |
| COMPREHENSION | Attitudes to Reading | I can listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| I read books that are structured in different ways and understand the purpose for which they are written. |
| I use dictionaries to check the meaning of words that I have read. |
| I am familiarising myself with many texts in different genres and can retell some of them orally. |
| I can identify what the theme is in a book and summarise the different texts that I read. |
| I can read poems or play scripts aloud, performing and showing understanding through my tone, the volume, and my actions and body language so the meaning is clear for the audience. |
| I can identify different forms of poetry (e.g. free form, narrative, rhyme, etc). |
| I can discuss words and phrases that capture the readers’ interest and imagination and I can magpie them for myself! |
| Understanding Texts and reading independently | I can check that the text makes sense and discuss my understanding.  |
| I can spot words that I may not know and read around them to see if I can figure out their meaning…by the context. |
| I can ask questions to improve understanding of a text. |
| I can infer things based upon facts from the text such as inferring characters’ feelings, thoughts and motives from their actions. I can justify my inferences with evidence from the text.  |
| I can predict what might happen from details stated and implied by the text. |
| I can identify the main ideas from the text and summarise these ideas in my own words. |
| I can see how language, structure, and presentation contribute to meaning and I can discuss my views on this. |
| Retrieval of information | I can retrieve and record information from non-fiction texts and find information that a question asks me to find! |
| DISCUSSION ABOUT READING | I can participate in discussion about both books that are read to me and those that I read for myself, taking turns and listening to what others say. |

**Year 4**

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| WORD READING | I can apply my knowledge of root words, prefixes and suffixes to read aloud with appropriate expression and intonation. |
| I can use my knowledge of those root words, prefixes and suffixes to help me understand the meaning of different words. |
| I can read many of the ‘exception words’ (words that don’t follow the rules) and I can spot where if sound and the spelling don’t match. |
| COMPREHENSION | Attitudes to Reading | I can listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| I read books that are structured in different ways and understand the purpose for which they are written. |
| I use dictionaries to check the meaning of words that I have read. |
| I am familiarising myself with many texts in different genres and can retell some of them orally. |
| I can identify what the theme is in a book and summarise the different texts that I read. |
| I can read poems or play scripts aloud, performing and showing understanding through my tone, the volume, and my actions and body language so the meaning is clear for the audience. |
| I can identify different forms of poetry (e.g. free form, narrative, rhyme, etc). |
| I can discuss words and phrases that capture the readers’ interest and imagination and I can magpie them for myself! |
| Understanding Texts and reading independently | I can check that the text makes sense and discuss my understanding.  |
| I can spot words that I may not know and read around them to see if I can figure out their meaning…by the context. |
| I can ask questions to improve understanding of a text. |
| I can infer things based upon facts from the text such as inferring characters’ feelings, thoughts and motives from their actions. I can justify my inferences with evidence from the text.  |
| I can predict what might happen from details stated and implied by the text. |
| I can identify the main ideas from the text and summarise these ideas in my own words. |
| I can see how language, structure, and presentation contribute to meaning and I can discuss my views on this. |
| Retrieval of information | I can retrieve and record information from non-fiction texts and find information that a question asks me to find! |
| DISCUSSION ABOUT READING | I can participate in discussion about both books that are read to me and those that I read for myself, taking turns and listening to what others say. |

**Year 5**

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| WORD READING | I can apply my knowledge of root words, prefixes and suffixes to read aloud with appropriate expression and intonation. |
| I can use my knowledge of those root words, prefixes and suffixes to help me understand the meaning of different words. |
| COMPREHENSION | Attitudes to Reading | I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| I read books that are structured in different ways and understand the purpose for which they are written. |
| I am familiarising myself with many texts in different genres including myths, legends, traditional tales, modern fiction, fiction from our literary heritage (where we are from) and books from other cultures and traditions. |
| I recommend books that I have read to my friends and give reasons why. |
| I can identify and discuss what the theme is in a book and summarise the different texts that I read. |
| I make comparisons within books I am reading and with others I have read. |
| I can learn poetry by heart. |
| I can read poems or play scripts aloud, performing and showing understanding through my tone, the volume, and my actions and body language so the meaning is clear for the audience. |
| Understanding Texts  | I check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context (I can read around the word and figure out what it means!). |
| I can ask questions about a text to improve my understanding. |
| 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 predict what might happen from details stated and implied in the text. |
| I can summarise the main ideas drawn from the text and identify key details that support the main ideas. |
| I can identify how language, structure and presentation contribute to the meaning of the text and the impact it has on the reader. |
| Authors’ language and purpose | I can discuss and evaluate how authors use language, including figurative language and I consider the impact that their choices have on the reader. |
| VIEWPOINT | I can distinguish between statements of fact and opinion.  |
| RETRI-EVAL OF INFO. | I can retrieve, record and present information from non-fiction. |
| DISCUSSION ABOUT READING | I can participate in discussions about books that are read to me and those that I read for myself, building on my own and others’ ideas and challenging views courteously. |
| I can explain and discuss my understanding of what they I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| I can provide reasoned justifications for my views. |

**Year 6**

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| WORD READING | I can apply my knowledge of root words, prefixes and suffixes to read aloud with appropriate expression and intonation. |
| I can use my knowledge of those root words, prefixes and suffixes to help me understand the meaning of different words. |
| COMPREHENSION | Attitudes to Reading | I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| I read books that are structured in different ways and understand the purpose for which they are written. |
| I am familiarising myself with many texts in different genres including myths, legends, traditional tales, modern fiction, fiction from our literary heritage (where we are from) and books from other cultures and traditions. |
| I recommend books that I have read to my friends and give reasons why. |
| I can identify and discuss what the theme is in a book and summarise the different texts that I read. |
| I make comparisons within books I am reading and with others I have read. |
| I can learn poetry by heart. |
| I can read poems or play scripts aloud, performing and showing understanding through my tone, the volume, and my actions and body language so the meaning is clear for the audience. |
| Understanding Texts  | I check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context (I can read around the word and figure out what it means!). |
| I can ask questions about a text to improve my understanding. |
| 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 predict what might happen from details stated and implied in the text. |
| I can summarise the main ideas drawn from the text and identify key details that support the main ideas. |
| I can identify how language, structure and presentation contribute to the meaning of the text and the impact it has on the reader. |
| Authors’ language and purpose | I can discuss and evaluate how authors use language, including figurative language and I consider the impact that their choices have on the reader. |
| VIEWPOINT | I can distinguish between statements of fact and opinion.  |
| RETRI-EVAL OF INFO. | I can retrieve, record and present information from non-fiction. |
| DISCUSSION ABOUT READING | I can participate in discussions about books that are read to me and those that I read for myself, building on my own and others’ ideas and challenging views courteously. |
| I can explain and discuss my understanding of what they I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| I can provide reasoned justifications for my views. |