

Reading Targets –

Greater Depth statements are in Italics and brackets

	Step	Secure within step			Greater Depth
Word	I can read words by breaking them down into sounds (<i>without help.</i>)				
	I can read words and groups of letters quickly (<i>and can find them in sentences.</i>)				
	I (<i>confidently</i>) read new words by blending letter sounds together.				
	I can read some tricky words (<i>and spot special friends.</i>)				
	I can (<i>confidently</i>) read words accurately including words ending in -s, -es, -ing, -ed, -er and -est.				
	I can read the Year 1 longer words (<i>without help.</i>)				
	I can read words with missing letters such as I'm, I'll, and we'll (<i>without help from an adult.</i>)				
	I (<i>confidently</i>) read aloud the words from my book.				
	I can re-read my books so that I become a better reader (<i>with less help from an adult.</i>)				
Comprehension	I listen and discuss what I have read, (<i>comparing</i>) poems, stories and non-fiction books. When I read, I can talk about similar things that have happened to me (<i>that I have read about.</i>)				
	I can tell you about (<i>and compare</i>) some special stories we have worked on in class and even re-tell them to my teacher.				
	I (<i>confidently</i>) join in with the class at special times of a story when the teacher is telling certain stories.				
	I have learned (<i>and performed</i>) some rhymes or poems.				
	I can explain what words mean (<i>and try to use them</i>) in my work.				
	I understand (<i>even the more difficult</i>) books I can read				
	I (<i>accurately</i>) check what I am reading makes sense to me.				
	I can talk about the titles and events from the books I read (<i>and compare different books.</i>)				
	I can tell you about why a character does or says some things (<i>confidently.</i>)				

	I can (<i>accurately</i>) predict what happens next based on what I have read so far.				
	I can (<i>confidently</i>) take turns to listen and discuss when I am in a group.				
	I can explain what has happened in the story someone has just read to me (<i>and compare it to other stories.</i>)				

Year 2 Reading Targets

A child will have met the Year 2 'standard' by successfully achieving each of these statements.

Greater Depth statements are in Italics and brackets

	Step	Secure within step			Greater Depth
Word	I can read words quickly because I know how to sound out all parts of a word. <i>(For words I don't know straight away, I can read them quickly because I know how to sound out all parts of a word.)</i>				
	I read by blending together the sounds I know <i>(without help.)</i>				
	I can read words with two or three sounds <i>(confidently.)</i>				
	I can read <i>(longer)</i> words with different endings, such as -ing and -ed.				
	I can read a range of unusual words <i>(and spot any connections between unusual spellings.)</i>				
	I can read most of the words independently, quickly and correctly.				
	When I see a word I have not read before, I can <i>(confidently)</i> sound out the word without help from an adult.				
Comprehension	I listen, <i>(explain,)</i> and discuss what I think about poems, stories and non-fiction books I have read				
	When I read, I am able to tell you about things in the order they happen.				
	I enjoy finding out about non-fiction books, <i>(explaining)</i> how they are set out.				
	I can discuss in detail the meaning of words <i>(and use them in my own work.)</i>				
	I can say out loud a number of poems I have learnt.				
	I check what I am reading makes sense, <i>(comparing it to other texts I have read.)</i>				

	I can tell you why certain things happen in a book or why a character says the things they do (<i>without help.</i>)				
	I can ask and answer questions about what I have read, (<i>explaining my answers.</i>)				
	I can guess correctly what happens next in a story, using what I already know.				
	I take turns to discuss and compare books I have read (<i>and listen to what others say</i>)				
	I can explain, (<i>compare</i>) and talk about in greater detail what has happened in books that either I have read or have been read to me.				

Year 3 Reading Targets

A child will have met the Year 3 'standard' by successfully achieving each of these statements.

Greater Depth statements are in Italics and brackets

	Step	Secure within step			Greater Depth
DR Learning Behaviours	I can take turns when discussing <i>(and like to listen to the opinion of others when I discuss)</i> books I have read.				
DR Prediction	I can predict events in stories <i>(more accurately)</i> from what has happened up to now.				
DR Asking questions	I ask <i>(more)</i> questions about a text or book <i>(to ensure I know what I have read about.)</i>				
DR Clarifying	I can use my existing knowledge <i>(independently)</i> to help myself read aloud.				
	I am aware that some words sound different to how they are spelt.				
	I use a dictionary <i>(more confidently)</i> to check the meaning of words and am beginning to use them in my own work.				
	I think about what I read to make sure I understand it <i>(and can tell an adult what I don't understand and then think carefully about what it really means.)</i>				
DR Summarising	I can tell what the main ideas are from reading a number of paragraphs <i>(and summarise these.)</i>				
	I can use non-fiction books to find information <i>(without adult help.)</i>				
DR Making Connections	I can talk about some different types of stories I have read <i>(and compare their key features)</i>				
	I <i>(confidently)</i> perform poems and play scripts to read aloud.				
	I know that poetry comes in different forms <i>(and can compare different styles.)</i>				
	I can talk about some different types of stories I have read <i>(and compare their key features)</i>				
	I <i>(confidently)</i> perform poems and play scripts to read aloud.				

	I know that poetry comes in different forms (<i>and can compare different styles.</i>)				
DR Inference	I know a character does certain things because of how the character is feeling or what has happened to them in the story (<i>and use evidence to support my ideas.</i>)				
DR Evaluating	I can understand (<i>and evaluate</i>) a range of texts I have read.				
	I am able to choose from (<i>and compare</i>) a range of books to find the information I require.				
	I can identify (<i>and evaluate</i>) some themes in a range of books I read.				
	I can see that books are set out in ways that help the reader to read the texts (<i>and evaluate their layout</i>)				
	I will discuss (<i>and evaluate</i>) words and phrases that interest me (<i>and begin to use them in my own work.</i>)				

Year 4 Reading Targets

A child will have met the Year 4 'standard' by successfully achieving each of these statements.

Greater Depth statements are in Italics and brackets

	Step	Secure within step			Greater Depth
DR Learning Behaviours	I can take turns <i>(and hold in depth)</i> discussing about books I have read, or had read to me and listen to what others have to say.				
DR Prediction	I can <i>(accurately)</i> predict events in stories from what I have read.				
DR Asking Questions	I <i>(confidently)</i> ask questions to help me understand more about a book.				
DR Clarifying	I can <i>(independently)</i> use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.				
	I am aware that some words <i>(a range of words)</i> sound different to how they are spelt.				
	I am able to choose from <i>(and compare)</i> a range of books that are set out differently but give me the information I require.				
	I can use a dictionary <i>(confidently)</i> to check the meaning of new words and use them in my own work.				
	I check what I have read to ensure it makes sense <i>(by comparing it with other books I have read and exploring the meaning of new words.)</i>				
DR Summarising	I can talk about different types of stories I have read <i>(and compare their key features.)</i>				
	I can tell what the main ideas in a book are from reading a number of paragraphs <i>(and categorising my ideas efficiently.)</i>				

	I can use non-fiction books to find out about things (independently.)				
DR Inference	I use (a range of quality) evidence from different parts of the text to (justify) support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.				
DR Making connections	I will (confidently) perform (a range of) poems and play scripts to read aloud to keep the listener interested.				
	I can recognise (and compare) different types of poetry.				
DR Evaluating	I can show you I have understood (and evaluated) an increasingly wide range of texts I have read.				
	I can identify (and evaluate) different themes and conventions in a wide range of books I read.				
	I will discuss (and evaluate) the effectiveness of words and phrases that interest me (and use them in my own work.)				
	I understand (and can evaluate the way different) books are set out help the reader to identify the meaning.				

Year 5 Reading Targets

A child will have met the Year 5 'standard' by successfully achieving each of these statements.

Greater Depth statements are in Italics and brackets

	Step	Secure within step			Greater Depth
DR Learning Behaviours	To participate in <i>(detailed)</i> discussions about books I have read by listening to others' ideas <i>(and sharing my own carefully formulated opinion)</i>				
DR Prediction	I can <i>(accurately)</i> predict what may happen in a story by thinking about what has happened up to now <i>(and highlighting the key events or clues)</i>				
DR Asking questions	I can ask <i>(probing)</i> questions about what I have read				
DR Clarifying	I <i>(confidently)</i> use some of the words and word parts that I understand already to think about what new words mean and sound like				
	I check my understanding of a text through discussion and exploring the meaning of words				
	I check my understanding of a text through discussion and exploring the meaning of words <i>(where there is a misunderstanding I explore the meaning)</i>				
	I know <i>(and identify)</i> the difference between a fact and an opinion				
DR summarising	I am able to make simple summaries of a given number of paragraphs I have read <i>(I can summarise a number of paragraphs)</i>				
	I can find and make notes on information from non-fiction <i>(with clarity)</i>				
DR Evaluating	I can <i>(evaluate and)</i> show how words, phrases and structure all contribute to different meanings in texts				

	I know authors use words or phrases which will have impact on the reader (<i>and suggest possible improvements</i>)				
DR Inference	I am able to (<i>justify and</i>) explain my views				
DR Making connections	I read and discuss a range of fiction, poetry, plays, non-fiction and reference books				
	I understand books are set out in different ways for different purposes				
	I am able to identify and discuss themes across a range of writing				
	I can make simple comparisons across books I have read				
	I have learnt a few poems by heart				
	I can debate topics I have read				

Year 6 Reading Targets

A child will have met the Year 6 'standard' by successfully achieving each of these statements.

Greater Depth statements are in Italics and brackets

	Step	Secure within step			Greater Depth
DR Learning Behaviours	I participate in detailed discussions about books I have read, or those that have been read to me by listening to others' ideas, sharing my own <i>(carefully formulated opinions and at times challenging views courteously if they differ from my own.)</i>				
DR Clarifying	I <i>(confidently)</i> use the words and word parts that I can read and understand already to think about what new words mean and sound like.				
DR Evaluating	I continue to read and discuss, <i>(compare and evaluate)</i> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.				
	I understand what I read, even though books are set out in different ways and are written for different purposes, <i>(comparing their styles.)</i>				
	I can make <i>(detailed)</i> comparisons within and across books I have read.				
	I can show <i>(and evaluate)</i> how language, structure and presentation all contribute to meaning in texts I read.				
	I know authors use particular language which will have impact on me, the reader <i>(and suggest possible improvements.)</i>				
	I can distinguish between statements of fact and opinion <i>(confidently.)</i>				
DR Making Connections	I am becoming familiar with <i>(and can compare and understand)</i> the key features of myths, legends and traditional stories and modern fiction.				

	I am able to identify and discuss themes and conventions in and across a wide range of writing (<i>independently.</i>)				
	I have learnt a wider range of poems by heart, (<i>comparing it with other poems I have learnt.</i>)				
	I am able to (<i>confidently</i>) read aloud and perform (<i>a range</i>) of poems and plays, and use appropriate intonation, tone and volume to help different audiences with their own understanding.				
	I check my understanding of books I have read through discussion, (<i>comparing it with other books I have read</i>) and exploring the meaning of words.				
	I can present or debate on topics I have read about (<i>independently,</i>) using notes if necessary (<i>and making links to different subjects or topics.</i>)				
DR Summarising	I like to recommend (<i>different</i>) books I have read to my friends (<i>and can justify my choices.</i>)				
	I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read (<i>independently.</i>)				
DR Asking Questions	I can ask (<i>pose probing</i>) questions about what I have read to further improve my understanding.				
DR Inference	I show my understanding of what I have read by drawing inferences from within the text and justifying them with (<i>a range of quality</i>) evidence.				
	I am able to justify my views (<i>in greater detail.</i>)				
DR Prediction	From my reading, I can (<i>accurately</i>) predict what may happen in a story from details given and suggested in the text.				
DR Retrieval	I can (<i>independently</i>) retrieve, record and present information from non-fiction with clarity.				