

Gresham Primary School Reading Targets

A Year 1 Reader

WORD READING & PHONICS	COMPREHENSION: Reading for pleasure & understanding
I can read words by breaking them down into sounds.	I can listen to and talk about poems, stories and non-fiction books that an adult reads to me.
I quickly read my given letters or groups of letters.	When I read or listen to a story, I can talk about similar things that have happened to me.
I read new words by blending sounds together.	
I can read some unusual or tricky words.	I can talk about special stories we have read and re-tell some.
I know how to read my word list words including words ending in <i>-s, -es, -ing, -ed, -er, -est</i> .	I like to join in with some parts of a story.
I can correctly read the longer words in my word list.	I have learned some rhymes or poems.
I can read words that contain missing letters such as <i>I'm, I'll, we'll</i> .	I can talk about what words mean and use what I already know about words to help me.
I can correctly read the words aloud from my book using my sounds.	I understand the books I can read.
I re-read my books so that I become a better reader.	I check that what I read makes sense.
I can read accurately and confidently words of 2 or more syllables.	I talk about the title and events from book I read.
I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.	I can tell you about why a character does or says some things.
I am aware of mistakes made when my reading does not make sense.	I like to predict what might happen using what I have read so far.
	When talking about books, I take turns and listen to what others say.
	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 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.

GUIDANCE: Unshaded targets are the requirements for all Year 1 readers. Shaded targets are those exceeding Year 1 expectations.
Approximately **one third** of targets achieved = **1.1**; Approximately **one half** of targets achieved = **1.2**; **All or most** achieved = **1.3**

Gresham Primary School Reading Targets

A Year 2 Reader

WORD READING & PHONICS	COMPREHENSION: Reading for pleasure & understanding
I can read words quickly because I know how to sound out all parts of a word.	When I read, I am able to tell you about things in the order they happen and if they are connected.
I read by blending together the sounds I know especially sounds that have the same spelling pattern but sound different, e.g ie (pie)/(thief); ough (through)/(cough).	I understand the books I can read.
	I can ask and answer questions about what I have read.
I can read words with two or three syllables.	I like to guess what happens next in a story, using what I already know about what has happened before.
I can read most words quickly and accurately.	I can tell you why certain things happen in a book or why a character says the things they do.
I can read a range of unusual words from our word lists.	I can talk about the meaning of words.
I can read a range of unusual words from our word lists.	I can talk about my favourite words and phrases from my reading.
I can read words with common suffixes (endings) such as <i>_y, _ment, _ness, _ful, _less, _ly, _tion.</i>	I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.
I can read words with the prefix (beginning sound) <i>un_.</i>	I can tell you about all the different stories I have read.
When I see a word I have not read before, I can sound out the word without help from an adult.	I enjoy finding out about non-fiction books and how they are set out.
When I re-read my books, I become better and better at reading the text.	I can recognise simple language patterns in stories and poems.
When I am reading, I can check that it makes sense and correct myself if it doesn't.	I can say out loud, a number of poems that I have learnt.
	I can take turns to discuss and listen to others about what I have read.
	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.

GUIDANCE: Unshaded targets are the requirements for all Year 2 readers. Shaded targets are those exceeding Year 2 expectations.
 Approximately **one third** of targets achieved = **2.1**; Approximately **one half** of targets achieved = **2.2**; **All or most** achieved = **2.3**

Gresham Primary School Reading Targets

A Year 3 Reader

WORD READING , VOCABULARY & LANGUAGE	COMPREHENSION: Reading for pleasure & understanding
I know that some words sound different to how they are spelt.	I can use non-fiction books to find out about things.
I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.	I can find out what the main ideas are from a paragraph.
I can recognise and read some common homophones.	I can say why a character thinks or behaves in a certain way.
I can check that what I read makes sense and can self-correct without interrupting fluency.	I can predict events in stories from what I have read.
	I can show you I have understood an increasing wide range of texts I have read.
I will perform poems and play scripts to read aloud to try to keep the listener interested.	With help from an adult, I can take turns when discussing books I have read or have had read to me and listen to what others have to say.
I am able to talk about the language in different texts and the way texts are set out.	I can ask simple questions to help me understand a book better.
	With help, I can find common themes and conventions in a wide range of books I have read.
With some help, I am beginning to recognise different types of poetry, eg. <i>free verse, narrative</i> .	I enjoy reading and am able to choose from wide variety of books with some help from my teacher.
I can find interesting words and phrases that help me to imagine what the author is writing about.	I can choose from a range of books that are set out differently but give me the information I need.
With some help, I am beginning to use dictionaries to check the meaning of new words.	I can skim materials and note down different views and arguments.
I can explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively.	I pause appropriately in response to punctuation and/or meaning.
I can identify the way a writer sets out to persuade.	I can justify predictions by referring to the story.
I am beginning to look beyond the literal, e.g. the way 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 the relationship between a poet and the subject of a poem.

GUIDANCE: Unshaded targets are the requirements for all Year 3 readers. Shaded targets are those exceeding Year 3 expectations.
 Approximately **one third** of targets achieved = **3.1**; Approximately **one half** of targets achieved = **3.2**; **All or most** achieved = **3.3**

Gresham Primary School Reading Targets

A Year 4 Reader

WORD READING, VOCABULARY & LANGUAGE	COMPREHENSION: Reading for pleasure & understanding
I use my knowledge of words that sound differently to how they are spelt to read other words.	I can tell what the main ideas in a book are from reading a number of paragraphs.
I can use my knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.	I can use evidence from different parts of a text to support my inferences such as showing characters' feelings, thoughts and reasons for their actions throughout the story.
I check that what I am reading makes sense by talking about it.	I can predict events in stories from what I have read.
I will perform poems and play scripts to read aloud to keep the listener interested.	I can show you I have understood an increasing wide range of texts I have read.
I understand that the way books are set out help the reader to identify meaning.	I can take turns when discussing books I have read or have had read to me and listen to what others have to say.
I can recognise different types of poetry.	I am beginning to give my opinions about what I have read and use evidence from the text to support my views.
I will discuss words and phrases that interest me and that capture my imagination.	I ask questions to help me understand more about a book.
I can use a dictionary to check the meaning of new words.	I can identify themes and conventions in a wide range of books I have read.
I can compare the language in older texts with modern Standard English (<i>spelling, punctuation and vocabulary</i>).	I can make comparisons between books I have read.
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.	I can talk about different types of stories I have read.
	I enjoy reading and am able to choose from wide variety of books with some help from my teacher.
	I can choose from a range of books that are set out differently but give me the information I need.
	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 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.

GUIDANCE: Unshaded targets are the requirements for all Year 4 readers. Shaded targets are those exceeding Year 4 expectations.
 Approximately **one third** of targets achieved = **4.1**; Approximately **one half** of targets achieved = **4.2**; **All or most** achieved = **4.3**

Gresham Primary School Reading Targets

A Year 5 Reader

WORD READING, VOCABULARY & LANGUAGE	COMPREHENSION: Reading for pleasure & understanding
I use the words and word parts that I can read and understand already to think about what new words mean and sound like.	I can accurately retrieve, record and present information from non-fiction.
I recognise and read homophones and other words that are often confused.	I am able summarise & identify key details and ideas in texts from more than one paragraph.
I recognise and read words containing hyphens.	I can distinguish between statements of fact and opinion.
I check my understanding of books I have read through discussion and exploring the meaning of words.	I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.	From my reading, I can predict what may happen in a story from details given and suggested in the text.
I have learnt a poem by heart.	I can read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.
I can show how language, structure and presentation all contribute to meaning in texts I read.	I can explain and discuss my understanding of what I have read.
I can select words and phrases, including figurative language, which can have an impact on the reader.	With support, I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
I can identify formal and informal language .	I am able to justify my views.
	I can ask questions about what I have read to further improve my understanding.
	I can identify and discuss themes and conventions across a range of texts.
	With support, I am beginning to make comparisons within and across books.

I know the features of different narrative text types, for example, adventure, fantasy, myths.	I like to recommend books I have read to my friends.
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 am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.	I am enthusiastic about reading; I choose books which challenge me and I read for pleasure.
	I understand what I read, even though books are set out in different ways and are written for different purposes, across the curriculum.
	I can express opinions about a text, using evidence from the text, giving reasons and explanations. (<i>Point, evidence, explanation</i>).
	I can adapt my own opinion in the light of further reading or others' ideas.
	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 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.

GUIDANCE: Unshaded targets are the requirements for all Year 5 readers. Shaded targets are those exceeding Year 5 expectations.
 Approximately **one third** of targets achieved = **5.1**; Approximately **one half** of targets achieved = **5.2**; **All or most** achieved = **5.3**

Gresham Primary School Reading Targets

A Year 6 Reader

WORD READING, VOCABULARY & LANGUAGE	COMPREHENSION: Reading for pleasure & understanding
I confidently use the words and word parts that I can read and understand already to think about what new words mean and sound like.	I can confidently retrieve information using texts from across the curriculum, e.g Science, History, Geography etc.
I check my understanding of books I have read through discussion and explore the meaning of words <i>in a wider range of more complex texts</i> .	I am able to identify key details and ideas in texts by summarising the main ideas from the whole text.
I am able to read aloud and perform poems and plays, <i>confidently & independently</i> , and use appropriate intonation, tone and volume to help the audience with their own understanding.	I can distinguish between statements of fact and opinion.
I have learnt a wider range of poetry by heart.	I show my understanding of what I have read by <i>confidently and securely</i> drawing inferences from within the text and justifying them with evidence.
I can show how language, structure and presentation all contribute to meaning <i>in a broader range of texts</i> I have read.	Using a range of more complex texts, I can predict what may happen in a story from details given and suggested in the text.
I know authors use particular language which will have impact on me, the reader.	I can <i>confidently</i> read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.
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 present or debate on topics I have read about, using notes if necessary.
I can compare and contrast the language used in two different texts..	I can <i>independently</i> participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
	I am able to justify my views <i>confidently</i> .
	I can independently ask high order questions about what I have read to further improve my understanding.
	I can make comparisons within and across a <i>range</i> of books.

I can identify and evaluate the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.	I can identify and discuss themes and conventions across a wide range of texts <i>with confidence and accuracy</i> .
I can identify how writers manipulate grammatical features for effect.	I like to recommend books I have read to my friends <i>by talking about author style and literary features</i> .
I can analyse why writers make specific vocabulary choices.	I am familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
	I am enthusiastic and positive about reading; I always read for pleasure and frequently choose a wide variety of books which challenge me.
	I understand what I read, even though books are set out in different ways and are written for different purposes, across the curriculum.
	I can explain and comment on the structural devices used to organise a 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 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; <i>(Point, evidence, explanation)</i> .
	I can present a counter-argument in response to others' points of view using evidence from the text and explanation <i>(Point, evidence, explanation)</i> .
	I can use a combination of skimming, scanning and text marking to find and collate information.
	I can re-present collated information.

GUIDANCE: Unshaded targets are the requirements for all Year 6 readers. Shaded targets are those exceeding Year 6 expectations.
 Approximately **one third** of targets achieved = **6.1**; Approximately **one half** of targets achieved = **6.2**; **All or most** achieved = **6.3**

