

	TARGETS	SEEN	SECURE
	Word Level		
1	I can match all 40+ graphemes to their phonemes.		
2	I can blend sounds in unfamiliar words.		
3	I can divide words into syllables.		
GD 1	I can read accurately and confidently words of 2 or more syllables.		
4	I can read compound words.		
5	I can read words with contractions and understand that the apostrophe represents the missing letters.		
6	I can read phonetically decodable words.		
GD 2	I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.		
7	I can use my phonic knowledge to read alternative sounds for graphemes (letters and sounds phase 5).		
8	I can read words that end with `s, -es, -ing, -ed, -er, -est.		
9	I can read words which start with un-.		
10	I can add -ing, -ed and -er to verbs (<i>Where no change is needed to the root word</i>).		
11	I can read unfamiliar words of more than one syllable that contain taught GPCs (phase 5 letters and sounds).		
12	I can read common exception words (e.g. for phase 5 letters and sounds).		
13	I can re-read some sentences to improve fluency and confidence.		
GD 3	I can re-read a passage to improve my comprehension.		
GD 4	I can recognise mistakes in my reading when it does not make sense.		
GD 5	I am happy to read aloud in front of others.		
	Comprehension		
14	I can discuss the significance of the title and events.		
15	I can say what they like and do not like about a text.		
GD 6	I can tell someone about what I like and dislike related to a story I have read or a story I have had read to me.		
GD 7	I can talk about my favourite authors or genre of books.		
16	I can link what I have heard or read to my own experiences.		
17	I can retell key stories orally using narrative language.		
18	I can talk about the main characters within a well-known story.		
19	I can listen to and discuss stories (fairy stories and traditional tales).		
20	I can listen to and discuss poetry.		
21	I can listen to and discuss non-fiction content.		
GD 8	I have a growing awareness of how non-fiction texts are organised.		

22	I can learn some poems and rhymes by heart.		
23	I can use what I already know to understand texts.		
GD 9	I can use illustrations as an important feature in helping me to read.		
24	I am beginning to draw inferences from the text and/or the illustrations.		
25	I can make predictions about events in the text.		
GD 10	I can predict what happens next in familiar stories.		
26	I can explain what I think a text is about.		
27	I can join in with predictable phrases.		
28	I can answer simple questions about the text.		
29	I can discuss word meanings, linking new meanings to those already known.		

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	Word Reading		
1	I can read words fluently by applying phonic knowledge and skills (automatic decoding).		
2	I can read accurately by blending sounds in words, especially recognising alternative sounds.		
3	I can read accurately words of two or more syllables.		
4	I can read words with common suffixes.		
5	I can read common exception words.		
6	I can read and comment on unusual correspondence between grapheme and phoneme.		
7	I can read most words quickly and accurately, without overt segmenting and blending, when they have been frequently encountered.		
8	I can read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation.		
9	I can re-read books to improve fluency and confidence.		
GD 1	I can read with expression and intonation.		
	Comprehension		
10	I listen to, discuss and express views about a range of genres, (those that they listen to or those that they have read).		
11	I show an understanding of the main points of the text (those that they listen to or those that they have read).		
12	I can discuss the sequence of events in books and how they relate to each other.		
GD 2	I can make links between the book I am reading and other books I have read		
GD 3	I can identify and comment on the main characters in stories and the way they relate to one another.		
GD 4	I can make links between characters in a book to other characters I have read about.		
13	I know that non-fiction books are structured in different ways.		
GD 5	I can extract information from non-fiction texts, appropriately, using contents, index, headings and glossary		
14	I can retell stories, including fairy stories and traditional tales.		
15	I can find recurring language in stories and poems.		
16	I can discuss and clarify the meaning of new words, linking new meanings to known vocabulary.		
17	I can talk about my favourite words and phrases.		
18	I can recite some poems by heart, with appropriate intonation.		

19	I can read for meaning and check that the text makes sense, going back and re-reading when it does not make sense.		
20	I can answer and asks questions about the text.		
21	I can make predictions based on what I have read.		
GD 6	I can make a plausible prediction about what might happen based on what has been read so far.		
22	I can make inferences from illustrations, events, characters' actions and speech.		

	TARGETS	SEEN	SECURE
	Word Reading		
1	I can apply my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.		
2	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
3	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
GD 1	I can read ahead to determine direction and meaning in a story.		
	Comprehension		
4	I can read, listen and discuss a range of fiction, forms of poetry (free verse, narrative), plays, and non-fiction texts.		
5	I can read books that are structured in different ways and read for a range of purposes.		
6	I can use a dictionary to check the meaning of unfamiliar words.		
GD 2	I am beginning to find meaning beyond the literal, e.g the way impressions of people are conveyed through choice of detail and language.		
7	I can increase my familiarity with a wide range of books and retell some of these orally.		
8	I can identify themes and conventions in a wide range of books.		
9	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
10	I can discuss words and phrases that captures the reader's interest and imagination.		
11	I can recognise some different forms of poetry.		
12	I can recognise, read, re-read and rehearse poems and plays for presentation and performance.		
13	I can discuss language in poetry, including vocabulary, extending my interest in the meaning and origin of words		
GD 3	I explore the relationship between a poet and the subject of a poem		
GD 4	I explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively.		
14	I can check that the text makes sense, discussing my understanding and explaining the meaning of words in context.		
15	I can ask relevant questions to get a better understanding of a text.		
GD 5	I can skim material and note down different views and arguments.		
16	I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.		
17	I can justify my inferences with evidence.		
18	I can predict what might happen from the details stated and implied.		

19	I can identify the main points in a paragraph and summarise these.		
20	I can explain how language, structure and presentation contributes to the meaning of texts.		
21	I can use non-fiction texts to record and retrieve information, using the context, index etc effectively.		
22	I can describe some of the different types of fiction books.		

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	Word Reading		
1	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
2	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
3	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
GD 1	I can show an awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.		
	Comprehension		
4	I can recognise a range of fiction, forms of poetry (free verse, narrative), plays, and non-fiction texts.		
5	I know which books to select for specific purposes, especially in relation to science, geography and history learning.		
GD 2	I can skim, scan and organise non-fiction information under different headings.		
6	I am familiar with a range of books including, fairy stories, myths and legends and can tell some of these orally.		
7	I can use a dictionary to check the meaning of unfamiliar words.		
8	I can check that the text makes sense to me and discuss my understanding.		
9	I can discuss and record words and phrases that writers use to engage and impact on the reader.		
GD 3	I can recognise complex sentences.		
10	I can identify some of the literary conventions in different texts.		
11	I can identify the (<i>simple</i>) themes in texts.		
12	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
13	I can explain the meaning of words in context.		
14	I can identify and summarise the main point from more than one paragraph.		
15	I can ask relevant questions to improve my understanding of a text.		
16	I can infer meanings and begin to justify them with evidence from the text.		
GD 4	I can use inference and deduction to work out the characteristics of different people from a story.		
17	I can predict what might happen from details stated and from the information I have deduced.		
GD 5	I can refer to the text to support their predictions and opinions.		

18	I can identify where a writer has used precise word choices for effect to impact on the reader.		
19	I can identify some text type organisational features, for example, narrative, explanation and persuasion.		
GD 6	I show an understanding that in persuasive writing, including articles and advertisements there will be two different points of view.		
20	I can identify how language, structure and presentation contributes to the meaning of texts.		
21	I can retrieve and record information from non-fiction texts.		
GD 7	I can locate and uses information from a range of sources, both fiction and non-fiction.		
22	I can build on others' ideas and opinions about a text in discussion.		
GD 8	I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.		

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	Word Reading		
1	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
2	I can read further exception words, noting the unusual correspondences between spelling and sound.		
3	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
4	I can re-read and read ahead to check for meaning		
	Comprehension		
5	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, discuss the features of each.		
6	I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.		
7	I can retrieve and record information from non-fiction texts.		
8	I can identify significant ideas, events and characters; and discusses their significance.		
9	I can recite poems by heart, e.g. narrative verse, haiku.		
10	I can discuss themes, conventions and key points in different text types.		
11	I can recommend books to others and give my reasons why.		
GD 1	I can express opinions in detail about a text, using an appropriate quote to support their ideas or opinions (Point, Evidence.		
GD 2	I can adapt my own opinion in the light of further reading or others' ideas.		
12	I can use meaning-seeking strategies to explore the meaning of words in context, idiomatic and figurative language.		
13	I can identify and comment on a writer's use of language for effect for example, precisely chosen adjectives, similes and personification.		
14	I can identify grammatical features used by the writer (<i>rhetorical questions, varied sentence lengths, varied sentence starters, empty words</i>) to impact on the reader.		
GD 3	I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader		
GD 4	I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.		
15	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies them using evidence from the text, wider reading and personal experience (<i>Point, evidence.</i>		
GD 5	I can empathise with different characters' points of view.		

16	I can make predictions from what has been read.		
17	I can summarise the main ideas drawn from a text.		
18	I can identify the effect of the context on a text; for example, historical context or other cultures.		
19	I can identify how language, structure and presentation contribute to the meaning of a text.		
GD 6	I know the way a text is organised supports the purpose of the writing.		
GD 7	I can identify formal and informal language.		
20	I can make connections between other similar texts, prior knowledge and experience.		
21	I can compare different versions of texts and talk about their differences and similarities.		
GD 8	I can compare texts by the same writer and by different writers on the same topic.		
22	I can listen to and build on others' ideas and opinions about a text.		
23	I can present an oral overview or summary of a text (using notes where necessary).		
24	I can present the author's viewpoint of a text (using notes where necessary).		
25	I can present a personal point of view based on what has been read (using notes where necessary) and listen to others' personal point of view.		
26	I know the difference between fact and opinion.		
27	I can use my knowledge of structure of text type and text marking to identify key information in a text.		
GD 10	I can use the structure of a non-fiction text to find key information quickly e.g. glossary/contents/index/timeline.		

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	Word Reading		
1	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
2	I can use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.		
3	I can read fluently, using punctuation to inform meaning.		
	Comprehension		
4	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 discuss the features of each.		
5	I can recognise texts that contain features from more than one text type.		
GD 1	I can read several texts on the same topic to find and compare information.		
6	I can retrieve record and present information from non-fiction texts.		
7	I can evaluate the effectiveness of a text (structure and presentation).		
8	I can read non-fiction texts to help with my learning and raise queries about texts.		
9	I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.		
10	I can identify themes and conventions in different text types.		
GD 2	I can recognise the social, historical and cultural impact on the themes in a text.		
11	I can identify the key points in a text using skimming to establish the main idea.		
12	I can identify key details that support the main ideas in fiction and non-fiction texts and summarises key information from different parts of a text.		
13	I can recite and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
14	I can make predictions about what might happen from details stated and implied.		
15	I show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.		
GD 3	I evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.		
GD 4	I can evaluate the styles of different writers with evidence and explanation.		
16	I can express a personal point of view about a text, giving reasons linked to evidence from texts (<i>Point, evidence, explain</i>).		

17	I can make connections between other similar texts, prior knowledge and experience and explain the links.		
GD 5	I can compare and contrast the language, characters, themes and structure in two different texts by the same and different writers.		
18	I can explain and comment on explicit and implicit points of view.		
GD 6	I can explain the author's viewpoint in a text and present an alternative point of view (<i>Point, evidence, explain</i>).		
19	I can present through a formal presentation, debate, a counter-argument, a personal point of view based on what has been read and in response to other's points of view.		
20	I can listen to others' ideas and opinions about a text.		
21	I can build on others' ideas and opinions about a text in discussion.		
GD 7	I can explain the main purpose of a text and summarises it succinctly.		
22	I can distinguish between statements of fact and opinion.		
23	I can use scanning techniques to find specific information.		
24	I can organise information or evidence appropriately.		
25	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies with evidence from the text (<i>Point, evidence, explain</i>).		
GD 8	I can draw inferences from subtle clues across a complete text.		
GD 9	I can identify and explain how characters change during the events of a longer novel.		
26	I can explain an opinion in fiction/non-fiction, referring to the text to justify it; (<i>Point, evidence, explanation</i>).		