

Charlesworth School Year Group Reading Targets





CHARLESWORTH SCHOOL
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EYFS

Reading Target Sheet



**Key
Statement**

These skills must be secure to access the
40-60 months statements

EYFS (Expected)

**ELG
Statement**

I can continue a rhyming string

Enjoys rhyming and rhymic activities

I can recognise rhythm in spoken words

I can listen to and join in with poems

I can join in with repeated refrains in rhyme

I can shows awareness of rhyme and aliteration

Rhyming

I can read some common irregular words

I can use phonic knowledge to decode regular words and read them aloud accurately

I can link sounds to letters, naming and sounding the letters of the alphabet

I can blend the sounds in simple words

I can segment the sounds in simple words

I can hear and say the initial sound of words

Phonics

I can use vocabulary and forms of speech that are increasingly influences by my experience of books

I know that information can be retrieved from books or computers

I can join in with repeated refrains and anticipate key events and phrases

I can explain what I understand about a text

I can recognise familiar words and signs such as my own name and advertising logos

I enjoy an increasing range of books

Appreciating Texts

I know that print carries meaning and in English can be read from left to right and top to bottom

I can look at books independently

I show an interest in illustration and print in books and print in the environment

I can listen to stories with increasing attention and recall

I know information can be relayed in the form of print

I can hold books the correct way up and turn pages

I can handle books carefully

Appreciating Texts

I can read and understand simple sentences

I can demonstrate understanding when talking to other about what they have read

I can describe the main story settings, events and principle characters

I can suggest how the story might end

I can begin to read words and simple sentences

I an beginning to be aware of the way stories are structured

I know some poems and rhymes by heart

Knowing the Features of Texts



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Pre-Year One Reading Target Sheet



Emerging into Key Stage 1

Exceeding Statement

All Exceeding statements must be secure as well as at least 50% of other statements for a pupil to be judged as exceeding.

I can make phonetically accurate attempts at reading more complex words

I can bend sounds to read C-V-C-C and C-C-V-C words

I can read the 45 Reception key words

I can blend sounds to read C-V-C words

I can match all 26 graphemes to their phonemes

I can use phonic semantic and syntactic knowledge to understand unfamiliar vocabulary

Reading for meaning

AF1: Use a range of strategies to read for meaning

I can check that text makes sense when I read and correct mistakes

I can read words of more than one syllable that contain taught grapheme-phoneme correspondence

I can read words containing prefixes

I can read words containing suffixes

I am beginning to read phonetically decodable texts with confidence

I can read many irregular but high frequency words

I can read phonetically regular words of more than one syllable

Reading for meaning

AF1: Use a range of strategies to read for meaning

I can explain what I understand about a text

I can retell key stories using narrative language

I can link what I read or hear to my own experiences

I can say what I like or dislike about a text

Justifying opinions

AF2: Use information to support answers by referring to the text

I can make predictions based on events in the text

I can begin to draw inferences from the text and/or illustrations

I can use prior knowledge, context and vocabulary provided to understand texts

I can describe the main events in the simple stories I have read

Interrogating texts

AF3: Deduce, infer or interpret information from the text

I know some poems and rhymes by heart

I can understand and talk about the main characteristics within a known key story

Knowing the features of texts

AF4: Identify and comment on features of a text



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Year One Reading Target Sheet



**Key
Statement**

These skills must be secure to move beyond expected.

**KS1 Reading Targets
(Expected)**

I can read words with contractions e.g., I'm, I'll and we'll and understand that the apostrophe represents the omitted letter

I can divide words into syllables e.g., rabbit

I can blend sounds in unfamiliar words

I can match all 40+ graphemes to their phonemes (Phase 3)

Reading for meaning

AF1: Use a range of strategies to read for meaning

I can check that text makes sense when I read and correct mistakes

I can read words of more than one syllable that contain taught grapheme-phoneme correspondence

I can read words which have prefixes

I can read words containing 's, es, ing, ed, er, est' endings

I can read phonetically decodable texts with confidence

Reading for meaning

AF1: Use a range of strategies to read for meaning

I can explain what I understand about a text

I can retell key stories using narrative language

I can link what I read or hear to my own experiences

I can say what I like or dislike about a text

Justifying opinions

AF2: Use information to support answers by referring to the text

I can recognise the key features of non-fiction texts

I can make predictions based on events in the text

I can begin to draw inferences from the text and/or illustrations

I can use prior knowledge, context and vocabulary provided to understand texts

Interrogating texts

AF3: Deduce, infer or interpret information from the text

I know some poems and rhymes by heart

I can understand and talk about the main characteristics within a known key story

Knowing the features of texts

AF4: Identify and comment of features of a text



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Year Two Reading Target Sheet



Key Statement

These skills must be secure to move beyond expected.

KS1 Reading Targets (Expected)

Statements in italics represent skills that may be assessed beyond guided reading and comprehension lessons e.g., in writing and other subject areas

I can talk about the meaning of new words and put them into context

I can read further common exception words

I can read words containing common suffixes

I can read accurately words of two or more syllables that contain the same GPC's

I can read accurately by blending the sounds in words that contain the graphemes taught

I can decode automatically and fluently

Reading for meaning

AF1: Use a range of strategies to read for meaning

I can read for meaning, checking that the text makes sense and correcting inaccurate reading

I can read books fluently and confidently

I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitations

I can read most words quickly and accurately when they have been frequently encountered without overt sounding and blending

Reading for meaning

AF1: Use a range of strategies to read for meaning

I can talk about favourite words and phrases

I can talk about and give an opinion on a range of texts including those beyond a level that I can read independently

Justifying opinions

AF2: Use information to support answers by referring to the text

I can draw simple inferences from illustrations, events and characters' actions and speech

I can answer and ask appropriate questions and make predictions on the basis of what has been read so far

I can understand features of a range of non-fiction texts

I can take turns and listen to what others say

I can discuss the sequence of events in books and how they relate to each other

I can use prior knowledge and context and vocabulary explored to understand texts

Interrogating texts

AF3: Deduce, infer or interpret information from the text

I can retell orally some stories, including fairy stories and traditional tales

I know and can recognise simple recurring literary language in stories and poetry

Knowing the features of texts

AF4: Identify and comment on features of a text

I have an increasing repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understanding the writers viewpoint and the impact of texts

AF6: Understand a writers viewpoint and the impact of the text on a reader



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Year Three Reading Target Sheet



Key Statement

These skills must be secure to move beyond expected.

KS2 Reading Targets (Expected)

Statements in italics represent skills that may be assessed beyond guided reading and comprehension lessons e.g., in writing and other subject areas

I can retrieve and record information from non-fiction texts

I can identify how structure and presentation contribute to the meaning of texts

I can use a dictionary to check the meaning of unfamiliar words

I am beginning to draw inferences such as inferring character's feelings, thoughts and motives from their actions.

I can use a range of strategies to read with fluency, expression and understanding

I can predict what might happen from details stated

I am beginning to understand that books, including non-fiction books are structured in different ways, for example quest stories and stories with dilemmas

I can discuss words and phrases that capture the readers interest and imagination

I can prepare poems and play scripts to read aloud and to perform

I can show and awareness that texts can be set in different times and places

I can apply my knowledge of root words, prefixes and suffixes to read aloud

I can ask questions to improve my understanding of texts

I have experienced and discussed a range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can identify the main idea in texts

I can discuss books, poems and other works that are read aloud independently, taking turns and listening to other's' opinions

I can explain and discuss my understanding of books, poems and other material, both those read aloud and those read independently

Reading for meaning

Interrogating texts

Knowing the features of texts

Responding to language and grammar

Understanding the writers viewpoint and the impact of texts

Responding to the context of texts

AF1: Use a range of strategies to read for meaning

AF3: Deduce, infer or interpret information from the text

AF4: Identify and comment of features of a text

AF5: Explain and comment on writers choice use of language

AF6: Understand a writers viewpoint and the impact of the text on a reader

AF7: To relate texts to their contexts (e.g., cultural, historical and traditional)



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Year Four Reading Target Sheet



Key Statement

These skills must be secure to move beyond expected.

KS2 Reading Targets (Expected)

Statements in italics represent skills that may be assessed beyond guided reading and comprehension lessons e.g., in writing and other subject areas





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Year Five Reading Target Sheet



Key Statement

These skills must be secure to move beyond expected.

KS2 Reading Targets (Expected)

Statements in italics represent skills that may be assessed beyond guided reading and comprehension lessons e.g., in writing and other subject areas

I can identify key ideas, events and characters and discuss their significance

I can listen to and build on others' ideas and opinions about a text, making informed comment on others' personal points of view

I can make connections between other similar texts, prior knowledge and experience

I can understand what I read by checking the text makes sense, discussing my understanding and exploring the meaning of words in context

I can identify grammatical features used by the writer to impact on the reader (e.g., rhetorical questions, varied sentence length and varied sentence starters)

I can identify the main purpose of a text across a range of reading sources

I can ask questions to improve my understanding

I can read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective these are

I can identify and comment on the writer's use of language for effect (e.g., choice of adjectives, similes and personification)

I can make simple comments to show an awareness of the writers viewpoint

I can make predictions and support these with evidence from the text

I can make notes from text marking and present them orally or in writing

I know the difference between fact and opinion

I can use my knowledge of the structure of a text type to find key information

I can discuss and evaluate how the author uses language, including figurative language, considering the impact on the reader.

I can make simple comments on the overall effect that language used has on the reader

I can make an informed decision about the meaning of unusual words in non-fiction texts by reading the context within which it is used

I can re-read and read ahead to check for meaning

I can independently pronounce unfamiliar words drawing on my prior knowledge of similar looking words

I can use text marking to identify key information in a text

I can express and present a personal point of view about a text, and explain it giving reasons

I can justify inferences with evidence from the text

I can independently draw inferences such as inferring character's feelings, thoughts and motives from their actions.

I am familiar with and talk about a wide range of books, including myths and legends and traditional stories and books from other cultures and traditions and know their features

I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language

I can prepare and performing poetry and plays using intonation, tone, volume and action to produced the desired effect on the listener

I can identify the impact of context on text e.g., historical or other cultures

I can learn a range of poems by heart e.g., narrative verse and haiku

I can use meaning-seeking strategies to explore the meaning of words in context

Reading for meaning

Justifying opinions

Interrogating texts

Knowing the features of texts

Responding to language and grammar

Understanding the writers viewpoint and the impact of texts

Responding to the context of texts

AF1: Use a range of strategies to read for meaning

AF2: Use information to support answers by referring to the text

AF3: Deduce, infer or interpret information from the text

AF4: Identify and comment of features of a text

AF5: Explain and comment on writers choice use of language

AF6: Understand a writers viewpoint and the impact of the text on a reader

AF7: To relate texts to their contexts (e.g., cultural, historical and traditional)



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Year Six Reading Target Sheet



Key Statement

These skills must be secure to move beyond expected.

KS2 Reading Targets (Expected)

Statements in italics represent skills that may be assessed beyond guided reading and comprehension lessons e.g., in writing and other subject areas

I can recommend books that I have read to my peers, giving reasons for my choices

I can attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can use combined knowledge of phonemes and word derivations to pronounce words correctly. For example: arachnophobia

I can apply knowledge of prefixes and suffixes to read aloud and understand the meaning of unfamiliar words

I can apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words

I can read fluently, using punctuation to inform meaning

Reading for meaning

AF1: Use a range of strategies to read for meaning

I can provide reasoned justifications for a point of view and a counter-argument in response to others' points of view

I can listen to and build on others' ideas and opinions about a text in discussion

I can express a personal view about a text, giving reasons linked to evidence from texts

I can refer to the text to support my opinion

I can identify key points in an appropriate text

Justifying opinions

AF2: Use information to support answers by referring to the text

I can predict what might happen from details stated and implied

I can compare different versions of the texts and explain differences and similarities

I can explain and comment on explicit and implicit points of view

I can distinguish between statements of fact and opinion

I can summarise key information from different parts of a text

I can organise information or evidence appropriately

I can text mark to make research efficient and fast

I can find information using skimming to establish the main idea and scanning to find specific information

I can read closely to ensure understanding

Interrogating texts

AF3: Deduce, infer or interpret information from the text

I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension.

I can learn a range of poetry by heart. For example, narrative verse and sonnet

I can consider and evaluate how effectively texts are structured and laid out

I can identify and discuss the conventions of different text types

I can read books that contain features from more than one text type

I can read books that are structured in different ways

Knowing the features of texts

AF4: Identify and comment of features of a text

I can comment on the choice of different sentence and grammatical structures and their impact on the reader

I can show an awareness of the writer's craft by commenting on use of language, grammatical features and structures of texts

I can identify and comment on the writer's choice of vocabulary, giving examples and explanations

Responding to language and grammar

AF5: Explain and comment on writers choice use of language

I can draw inferences in relation to characters feelings, thoughts and motives from their actions and justify this with evidence.

I am confident in preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

I can identify and discuss themes in a range of writing and across longer texts

I can recognise the writer's point of view and discuss it

Understanding the writers viewpoint and the impact of texts

AF6: Understand a writers viewpoint and the impact of the text on a reader

I can make connections and comparisons between other similar texts, prior knowledge and experience and explain the links

I can read non-fiction texts to support other curriculum areas

I can read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage and books from other cultures and traditions

Responding to the context of texts

AF7: To relate texts to their contexts (e.g., cultural, historical and traditional)