Name:	Reading Target Sheet *Year 1*
1B	**1W**

Love of Reading ♥

1B		1W	
I enjoy listening to and discussing a wide range of poems, stories and non-fiction books that are at a level beyond what I can read independently.		I read widely for pleasure, information and to develop my knowledge across the curriculum.	
5b. I enjoy and understand rhymes and poems and can recite some by heart. (fluency)			

Word Reading

1B		1W	
1b. I can quickly give the correct sound to graphemes for all 40+ phonemes and read words accurately by sounding and blending these.		**1w.** I can read captions and sentences containing words with taught GPCs and exception words (securely within Phase 5).	
2b. I can read several common exception words.		**2w.** I can read contracted words and I know the use of the apostrophe e.g. I'm, we'll.	
3b. I can read some words that have more than one syllable.		**3w.** I can read words that have common suffixes including –ing, -ed, -er, _s, _es and –est.	
4b. I can check that the text I read makes sense by correcting inaccurate reading.		**4w.** I am developing my fluency by becoming less reliant on segmenting and blending.	

Comprehension

1B		1W	
6w. I can discuss word meanings, linking new meanings to those already known. (V)		**5w.** I can use relevant strategies to build my vocabulary. (V)	
6b. I can use my prior knowledge along with background information and vocabulary provided by the teacher to make inferences. (I)		**7w.** I can make inferences on the basis of what is being said and done. (I)	
7b. I can predict what might happen on the basis of what has been read so far. (P)		**8w.** With support, I can make predictions about the content of unfamiliar stories based on the title, cover, illustrations, blurb and narrative structure. (P)	
8b. I can discuss a range of poems, stories and non-fiction and explain my understanding of what is read to me. (E)		**9w.** I can explain my likes and dislikes about the stories read to me. (E)	
9b. I can ask and answer questions about the stories read to me (R)		**10w.** I can pick out the characteristics of key stories, fairy stories and traditional tales. (R)	
10b. I can retell key stories, fairy stories and traditional tales using main events and key phrases. (R)		**11w.** I have a growing awareness of how to use non-fiction books to find information. (R)	
11.b I can structure key events from a text using the vocabulary 'first', 'next, 'then'. (S)		**12w.** I can sequence texts into a simple beginning, middle and end structure (S)	

S To be secure, children must reach the majority of the targets.

Greater Depth (1S+)	
1s+. I am fluent with exception words and multi-syllabic words.	
2s+. I can use comprehensive vocabulary choices when talking about books and make more complex predictions + deductions using a range of cues.	
3s+. I make links between the texts I read and experiences independently.	
4s+. I am confident to discuss preferences and favourite authors and can give reasons for my thinking.	
5s+ I re-read for sense automatically and am secure in reading 90 words a minute.	

Tier 2 Vocabulary (previous year in *italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character

Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss

Name:	Reading Target Sheet *Year 2*	*Key Performance Indicators	Framework Statements

2B		2W	
Love of Reading ❤️			
I enjoy listening to, discussing and expressing my views about a wide range of contemporary and classic poetry, stories and non-fiction books at a level beyond I can read independently.		I read widely for pleasure, information and to develop my knowledge across the curriculum.	
Comprehension			
		8w. I can use relevant strategies to build my vocabulary. (V)	
9b. I can discuss the meanings of unknown words. (V)		**9w**. I can discuss word meanings, linking new meanings to those already known. (V)	
10b. I can make simple inferences on the basis of what is being said and done and talk about what is happening and why. (I)		**10w**. I can use my prior knowledge along with background information and vocabulary to make some inferences. (I)	
11b. I can predict what might happen on the basis of what has been read so far in a wider range of texts. (P)		**11w.** I can make predictions based on the title, cover, illustrations and blurb. (P)	
12b. I can ask and answer questions in discussion with the teacher and I and explain my likes and dislikes. (E)		**12w.** I can explain what has happened so far in a text I have read. (E)	
13b. I can consider the characteristics of key stories, fairy stories and traditional tales (E)		**13w.** I can discuss, express views and explain understanding about a wide range of poetry, stories and non-fiction in a familiar text. (E)	
		14w. I can discuss how items of information are structured and related in non-fiction texts. (E)	
15b. I am familiar with retelling a wide range of key stories and traditional tales using main events and key phrases. (R)		**15w.** I can retrieve key information from a text, by looking for key words and phrases and using these to answer questions. (R)	
16b. I can sequence texts into a simple beginning, middle and end structure, recognising repeated themes and ideas. (S)		**16w.** I can discuss the order of events in books, sequencing key statements into the order they happened. (S)	

Word Reading			
1b. I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.		**1w.** I can read accurately most words of two or more syllables.	
2b. I can read accurately some words of two or more syllables that contain the same GPCs.		**2w.** I can read most words with common suffixes including _ment, _ness, _ful, _less and _ly.	
3b. I can read many common exception words.		**3w.** I can read most common exception words.	
4b. I can read aloud many words quickly and accurately without overt sounding and blending.		**4w.** I can read most words accurately without overt sounding and blending and with sufficient fluency (approx 90 wpm) to allow a focus on understanding rather than decoding individual words.	
5b. I can sound out many unfamiliar words accurately.		**5w.** I can sound out most unfamiliar words accurately and without undue hesitation.	
6b. I am secure and fluent in Phase 5a and working within Phase 5b.		**6w.** I can check a text makes sense to me, correcting any inaccurate reading.	
7b. I can enjoy, recite and understand a range of poems by heart, considering intonation and simple recurring literary language (fluency)		**7w.** I am secure and fluent in Phase 6.	
S To meet age related expectation (2S), children must meet all highlighted statements in the 2B and 2W column.			

Greater Depth (2S+)			

Name:	Reading Target Sheet *Year 2*	*Key Performance Indicators	Framework Statements

1s+. I can read a range of texts with consistent accuracy, fluency and confidence, including those beyond my chronological age.	
2s+. I can select texts in order to challenge my knowledge and word reading skills or to pursue an interest in an author, genre or topic.	
3s+. I can understand new words through the exploration of their meaning in context, and by making links to known vocabulary. (V)	
4s+. I can make detailed inferences using background information and my prior knowledge. (I)	
5s+. I can make plausible predictions about what might happen on the basis of what has been read so far. (P)	
6s+. I can make links between the book I am reading and others I have read. (E)	
7s+. I am confident with key aspects of fiction and non-fiction and can give simple explanations of how and why texts are structured according to their purpose. (E)	
8s+. I can demonstrate an understanding of more challenging texts through discussion and questioning. (E)	

Tier 2 Vocabulary (previous years in *italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character

Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss

Y2- facts, opinions, fiction, non-fiction, information, compare, describe

Name:	Reading Target Sheet
	Year 3

3B		3W	
Love of Reading ❤️			
I enjoy an increasing range of stories, poems and non fiction books.		I enjoy an increasing range of books, poems and reading materials and can increasingly make book selections independently.	
I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.			
Word Reading			
1b. I can fluently read an age-appropriate text. (fluency)		**1w.** I can read aloud poems and perform play scripts. (fluency)	
2b. I can use my knowledge of root words, prefixes (including *dis-, mis-, il-, im-, ir-*) and suffixes (including *–ly)* to help me read aloud and to understand the meaning of new words. (V)		**2w.** I can read further exception words including words that do not follow spelling patterns. (V)	
Comprehension			
3b. I can use a dictionary to check the meaning of words. (V)		**3w.** I can discuss words in books that capture the readers' interest and imagination. (V)	
4b. I am starting to make inferences based on evidence. (I)		**4w.** I can increasingly explain the meaning of words in context. (V)	
5b. I can predict what might happen in a text using details I have already read to help me. (P)		**5w.** I can infer how a character in a book is feeling by the actions they take and can explain how I know. (I)	
6b. I can understand what I have read and check that it makes sense by talking to others about it. (E)		**6w.** I can predict what might happen from clues in the text. (P)	
7b. I can retrieve and record information from the book I am reading. (R)		**7w.** I can recognise some different forms of poetry. (E)	
8b. I can use non-fiction texts to find out information on a subject. (R)		**8w.** I can read a wide range of books including fairy stories, myths and legends and retell some of them to others. (E)	
9b. I can ask and answer questions to improve my understanding of a text (R)		**9w.** I can identify how language, structure and presentation contribute to meaning. (R)	
10b. I can tell you what a book I am reading is about. (S)		**10w**. I can tell someone about the main ideas drawn from more than one paragraph and summarise the content. (S)	

S To be secure, children should meet the majority of the targets.

GD (3S+) To achieve greater depth of standard pupils must meet all of these targets, across a wide range of texts.

Tier 2 vocabulary (previous years in *italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character
Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss
Y2- facts, opinions, fiction, non-fiction, information, compare, describe

, evidence, genre, paragraph

Name:	Reading Target Sheet *Year 4*

4B	4W

Love of Reading ❤️

I enjoy listening to and discussing a wide range of poems, stories and non-fiction books.		I can enjoy an increasing range of books, poems and reading materials and can increasingly make book selections independently.	

Word Reading

1b. I can fluently read an age-appropriate text. (fluency)		1w.I can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. (fluency)	
2b. I can use my understanding of root words, prefixes and suffixes to help me understand the meaning of new words. (V)		2w. I can read all of the words on the Year 3-4 word list. (V)	

Comprehension

3b. I can quickly and accurately use a dictionary to check the meaning of words. (V)		3w. I can explain the meaning of words in context. (V)	
4b. I can work out what a character in a book is feeling by the actions they take and can explain how I know. (I)		4w. I can identify and discuss words in books that capture the readers' interest and imagination. (V)	
5b. I can discuss my predictions about what might happen from clues in the text. (P)		5w. I can infer how a character is feeling and thinking, from their actions. I can identify the parts of the text that tell me this. (I)	
6b. I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others, in my own words. (E)		6w. I can clearly articulate my predictions and justify them, using clues from the text. (P)	
7b. I can check what I have read and that I have understood it by telling someone else what has happened. (E)		7w.I can participate in discussions about the books and poems that I have read, taking turns and listening to others. (E)	
8b. I can show that I enjoy reading lots of different types of books and for different reasons. (E)		8w. I can explain how vocabulary, structure and presentation add to the meaning of a text. (E)	
9b. I can retrieve facts from fiction and non fiction texts (R)		9w. I can recognise and discuss different types of poetry e.g. free verse and narrative poetry. (E)	
10b. I can ask and answer relevant questions to improve my understanding of a text. (R)		10w. I can identify themes and conventions in a wide range of books. (R)	
11b. I can identify and summarise the main ideas from more than one paragraph. (S)		11w. I can summarise what has happened in a text using themes from paragraphs to help me. (S)	

S To be secure, children should meet the majority of the targets.

GD (4S+) To achieve greater depth of standard pupils must meet all of these targets, across a wide range of texts.

Tier 2 vocabulary (previous years in *italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character
Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss
Y2- facts, opinions, fiction, non-fiction, information, compare, describe
Y3- summarise, recommend, evidence, genre, paragraph

Y4- plot, implied, justify, feature, identify

Name:	Reading Target Sheet
	Year 5

5B		5W	
Love of Reading ❤️			
I enjoy listening to and discussing a wide range of poems, stories and non-fiction books.		I enjoy an increasing range of books, poems and reading materials and make book selections indepedently	
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.			
Word Reading			
1b. I can learn a poem by heart. (fluency)		**1w.** I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear. (fluency)	
2b. I can read aloud and understand the meaning of the words on List 1 Year 5 further exception words. (V)		**2w.** I can read aloud and understand the meaning of the words on List 2 of the Year 5 further exception words. (V)	
Comprehension			
3b. I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context. (V)		**3w.** I can talk about why authors use of language, including figurative language, and the impact it has on the reader. (V)	
4b. I can discuss and compare events, issues and characters within a book inferring meaning with support. (I)		**4w.** I can infer characters' feelings, thoughts or reasons for their actions and I can explain my thoughts with evidence from the text. (I)	
5b. I can predict what might happen in a book, using evidence from the text. (P)		**5w.** I can clearly articulate my predictions about what might happen in increasingly complex books, using evidence from the text. (P)	
6b. I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. (E)		**6w.** I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. (E)	
7b. I can recommend books to peers, giving reasons for my choices. (E)		**7w.** I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. (E)	
8b. I can tell the difference between statements of fact and opinion. (R)		**8w.** I can explain and discuss my understanding of what I have read, including through presentations and debates (E)	
9b. I can find and write down facts and information from non-fiction texts. (R)		**9w.** I can make comparisons within and across books (R)	
10b. I can ask and discuss sensible and interesting questions about the texts to help me understand them more (R).		**10w.** I can retrieve, record and discuss information from fiction and non fiction texts. (R)	
11b. I can summarise the information in different parts of a text. (S)		**11w.** I can summarise the information contained in more than one chapter. (S)	

S To be secure, children should meet the majority of the targets.
GD (5S+) To achieve greater depth of standard pupils must meet all of these targets, across a wide range of texts.

Tier 2 vocabulary (*previous years in italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character
Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss
Y2- facts, opinions, fiction, non-fiction, information, compare, describe
Y3- summarise, recommend, evidence, genre, paragraph
Y4- plot, implied, justify, feature, identify

Y5- structure, content, refer, inform

Name:	Reading Target Sheet *Year 6*	*Key Performance Indicators

6B		6W	
Love of Reading ❤️			
I enjoy listening to and discussing a wide range of poems, stories and non-fiction books.		I enjoy an increasingly wide range of books, poems and reading materials and make book selections independently.	
*I can read, enjoy and discuss a wide range of books, including from our literary heritage and books from other cultures and traditions.			
Word Reading/Fluency			
1b. I can learn a wide range of poetry by heart. (fluency)		**1w.** I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear. (fluency)	
*2b. I can read aloud and understand the meaning of most of the words on the Year 5/6 further exception word list. (V)		***2w.** I can read aloud and understand the meaning of all words on the Year 5/6 further exception words. (V)	
Comprehension			
*3b. I can infer the meaning of unfamiliar words in context. (V)		**3w.** I can identify and discuss how authors use language, including figurative language, and the impact it has on the reader. (V)	
4b. I can infer characters' feelings, thoughts or reasons for their actions, using evidence from the text. (I)		**4w.** I can read, understand and infer meaning from wide range of poetry and text forms. (I)	
5b. I can predict what will happen in a chapter with confidence. (P)		**5w.** I can predict how a character will react in a text, based on my understanding of their relationships with other characters in a story. (P)	
6b. I can read and discuss books that are structured in different ways for different purposes e.g. *for fun or research. (E)*		**6w.** I can show my understanding of texts and poems through presentations and debates. (E)	
*7b. I can fully explain my views with reasons and evidence from the text. (E)		**7w.** I can retell a range of books to others and give reasons about why I would recommend the book. (E)	
8b. I can understand and explain how language, structure and presentation contribute to the meaning of a text. (E)		**8w.** I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. (E)	
9b. I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. (E)		**9w.** I can participate in discussions about books that are read to me and those that I have read, building on my own and others' ideas; challenging views courteously with clear reasoning. (E)	
10b. I can confidently make comparisons within and across books (R)		**10w.** I can retrieve, record and present information from fiction and non-fiction texts (R)	
11b I can summarise the information contained in a sequence of chapters. (S)		**11w.** I can summarise the information contained in a sequence of chapters, extending to summarising the entire book succinctly. (S)	
		*12w. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views. (S)	

S To be secure, children should meet the majority of the targets.

GD (6S+) To achieve greater depth of standard pupils must meet all of these targets, across a wide range of texts.

ears in *italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character
Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss
Y2- facts, opinions, fiction, non-fiction, information, compare, describe
Y3- summarise, recommend, evidence, genre, paragraph
Y4- plot, implied, justify, feature, identify
Y5- structure, content, refer, inform
hemes, deduce, comparisons, impression