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| **Stage 6 Reading Targets (2018-2019)** |
| **Pupil name:** | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| 1 | **Clarifier** | To read aloud root words, prefixes and suffixes and understand the meaning of the new words they make |  |  |  |  |  |  |
| 2 | Continue to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |  |  |  |  |  |  |
| 3 | Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context |  |  |  |  |  |  |
| 4 | Identify how language, structure and presentation contribute to meaning |  |  |  |  |  |  |
| 5 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |  |  |  |  |  |  |
| 6 | Continue to discuss word meanings, linking new meanings to those already known (synonyms) |  |  |  |  |  |  |
| 7 | **Questioner** | Ask a range of questions to improve their understanding |  |  |  |  |  |  |
| 8 | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence |  |  |  |  |  |  |
| 9 | Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously |  |  |  |  |  |  |
| 10 | Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |  |  |  |  |  |  |
| 11 | **Summariser** | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |  |  |  |  |  |  |
| 12 | Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary |  |  |  |  |  |  |
| 13 | **Predictor** | Predict what might happen from details stated and implied  |  |  |  |  |  |  |
| 14 | **Discrete** | Read books that are structured in different ways and read for a range of purposes |  |  |  |  |  |  |
| 15 | Become familiar with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions |  |  |  |  |  |  |
| 16 | Recommend books that they have read to their peers, giving reasons for their choices |  |  |  |  |  |  |
| 17 | Identify and discuss themes in a wide range of books |  |  |  |  |  |  |
| 18 | Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |  |  |  |  |  |  |
| 19 | Learn a wider range of poetry by heart |  |  |  |  |  |  |
| 20 | Distinguish between statements of fact and opinion |  |  |  |  |  |  |
| 21 | Retrieve, record and present information from non-fiction |  |  |  |  |  |  |
| 22 |  Provide reasoned justifications for their views. |  |  |  |  |  |  |
|  |  | **0-7 = 6c 8-14 = 6b 15-22 = 6a** |  |  |  |  |  |  |

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| **Stage 5 Reading Targets (2018-2019)** |
| **Pupil name:** | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| 1 | **Clarifier** | To begin to read aloud root words, prefixes and suffixes\* and understand meaning of the new words they make |  |  |  |  |  |  |
| 2 | Continue to read further exception words\*, noting the unusual correspondences between spelling and sound, and where these occur in the word |  |  |  |  |  |  |
| 3 | Begin to check that the book makes sense to them, discuss their understanding and explore the meaning of words in context |  |  |  |  |  |  |
| 4 | Start to identify how language, structure and presentation contribute to meaning |  |  |  |  |  |  |
| 5 | Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |  |  |  |  |  |  |
| 6 | Discuss word meanings, linking new meanings to those already known (synonyms) |  |  |  |  |  |  |
| 7 | **Questioner** | Begin to ask questions a to improve their understanding |  |  |  |  |  |  |
| 8 | Begin to draw inferences such as characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence |  |  |  |  |  |  |
| 9 | Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously |  |  |  |  |  |  |
| 10 | To begin to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |  |  |  |  |  |  |
| 11 | **Summariser** | Begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |  |  |  |  |  |  |
| 12 | Start to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary |  |  |  |  |  |  |
| 13 | **Predictor** | Begin to predict what might happen from details stated and implied |  |  |  |  |  |  |
| 14 | **Discrete** | To begin to read books that are structured in different ways and read for a range of purposes |  |  |  |  |  |  |
| 15 | Start to become familiar with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions |  |  |  |  |  |  |
| 16 | Begin to recommend books that they have read to their peers, giving reasons for their choices |  |  |  |  |  |  |
| 17 | Begin to identify and discuss themes in a wide range of books |  |  |  |  |  |  |
| 18 | Begin to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |  |  |  |  |  |  |
| 19 | Start to learn a wider range of poetry by heart |  |  |  |  |  |  |
| 20 | Explore statements of fact and opinion |  |  |  |  |  |  |
| 21 | Begin to retrieve, record and present information from non-fiction |  |  |  |  |  |  |
| 22 |  Begin to provide reasoned justifications for their views. |  |  |  |  |  |  |
|  |  | **0-7 = 5c 8-14 = 5b 15-22 = 5a** |  |  |  |  |  |  |

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| **Stage 4 Reading Targets (2018-2019)** |
| **Pupil name:** |  |  |  |  |  |  |
| 1 | **Clarifier** | Secure knowledge of root words, prefixes and suffixes\* and to understand the meaning of new words made |  |  |  |  |  |  |
| 2 | Use dictionary confidently and independently to check the meaning of words |  |  |  |  |  |  |
| 3 | Confidently discuss words and phrases that capture the reader’s interest and imagination |  |  |  |  |  |  |
| 4 | Confidently check that the text makes sense, discussing their understanding and explaining the meaning of words in context |  |  |  |  |  |  |
| 5 | **Questioner** | Confidently ask questions to improve their understanding of a text |  |  |  |  |  |  |
| 6 | Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say |  |  |  |  |  |  |
| 7 | **Summariser** | Orally retell a wide range of books, including fairy stories, myths and legends |  |  |  |  |  |  |
| 8 | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions |  |  |  |  |  |  |
| 9 | Confidently identify main ideas drawn from more than one paragraph and summarise these |  |  |  |  |  |  |
| 10 | Confidently retrieve and record information from non-fiction |  |  |  |  |  |  |
| 11 | **Predictor** | Predict what might happen from details stated and implied |  |  |  |  |  |  |
| 12 | **Discrete** | Read further exception words\*, noting the unusual correspondences between spelling and sound, and where these occur in the word |  |  |  |  |  |  |
| 13 | Continue to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |  |  |  |  |  |  |
| 14 | Continue to read books that are structured in different ways (organisation of text) |  |  |  |  |  |  |
| 15 | Continue to identify themes in a wide range of books including fairy stories, myths and legends |  |  |  |  |  |  |
| 16 | Confidently identify how language, structure, and presentation contribute to meaning |  |  |  |  |  |  |
|  |  | **0-6 = 4c 7-11 = 4b 12-16 = 4a** |  |  |  |  |  |  |

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| **Stage 3 Reading Targets (2018-2019)** |
| **Pupil name:** |  |  |  |  |  |  |
| 1 | **Clarifier** | Know root words, prefixes and suffixes\* and to understand the meaning of new words made |  |  |  |  |  |  |
| 2 | Use dictionary to check the meaning of words |  |  |  |  |  |  |
| 3 | Discuss words and phrases that capture the reader’s interest and imagination |  |  |  |  |  |  |
| 4 | Check that the text makes sense, discussing their understanding and explaining the meaning of words in context |  |  |  |  |  |  |
| 5 | Identify how language, structure, and presentation contribute to meaning |  |  |  |  |  |  |
| 6 | **Questioner** | Ask questions to improve their understanding of a text |  |  |  |  |  |  |
| 7 | Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |  |  |  |  |  |  |
| 8 | **Summariser** | Retell a wide range of books, including fairy stories, myths and legends |  |  |  |  |  |  |
| 9 | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions |  |  |  |  |  |  |
| 10 | Identify main ideas drawn from more than one paragraph and summarise these |  |  |  |  |  |  |
| 11 | Confidently retrieve and record information from non-fiction |  |  |  |  |  |  |
| 12 | **Predictor** | Predict what might happen from details stated and implied |  |  |  |  |  |  |
| 13 | **Discrete** | Read further exception words\*, noting the unusual correspondences between spelling and sound, and where these occur in the word |  |  |  |  |  |  |
| 14 | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |  |  |  |  |  |  |
| 15 | Read books that are structured in different ways (organisation of text) |  |  |  |  |  |  |
| 16 | Identify themes in a wide range of books including fairy stories, myths and legends, and retelling some of these orally |  |  |  |  |  |  |
|  |  | **0-6 = 3c 7-11 = 3b 12-16 = 3a** |  |  |  |  |  |  |

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| **Stage 2 Reading Targets (2018-2019)** |
| **Pupil name:** |  |  |  |  |  |  |
| 1 | **Clarifier** | Continue to discuss word meanings , linking new meanings to those already known (synonyms) |  |  |  |  |  |  |
| 2 | Discuss and clarify favourite words and phrases |  |  |  |  |  |  |
| 3 | Continue to self correct when reading and understand what they are reading |  |  |  |  |  |  |
| 4 | Explain and discuss their understanding of books, poems and other text |  |  |  |  |  |  |
| 5 | Recognise simple recurring literary language in stories and poetry |  |  |  |  |  |  |
| 6 | **Check it makes sense to them, correcting any inaccurate reading (in a book they can already read fluently) \* (EXPECTED)** |  |  |  |  |  |  |
| 7 | **Questioner** | Participate in discussion about what is read to them, taking turns and listening to what others say |  |  |  |  |  |  |
| 8 | **Answer and ask questions and *make some inferences* (in a book they can already read)\***(**EXPECTED)** |  |  |  |  |  |  |
| 9 | **Making inferences *(use evidence and reasoning to make conclusions)\** (GREATER DEPTH)** |  |  |  |  |  |  |
| 10 | **Summariser** | Discuss the sequence of events in books and how items of information are related |  |  |  |  |  |  |
| 11 | Retell a wider range of stories, fairy stories and traditional tales |  |  |  |  |  |  |
| 12 | Explain and discuss their understanding of books, poems and other text |  |  |  |  |  |  |
| 13 | **Explain what has happened so far in what they have read*****in a book they can already read* (EXPECTED)\*** |  |  |  |  |  |  |
| 14 | **Make links between the book they are reading and other books they have read\* (GREATER DEPTH)** |  |  |  |  |  |  |
| 15 | **Predictor** | **Make a plausible prediction about what might happen on the basis of what has been read so far** \***(GREATER DEPTH – when reading independently)** |  |  |  |  |  |  |
| 16 | **Discrete** | Continue to apply phonic knowledge and skills to decode words  |  |  |  |  |  |  |
| 17 | **Read accurately** by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes |  |  |  |  |  |  |
| 18 | ***In age appropriate books*, sound out most unfamiliar words accurately, without undue hesitation. (EXPECTED)\*** |  |  |  |  |  |  |
| 19 | Read most words quickly and accurately, without overt sounding and blending, (*when they have been frequently encountered*) |  |  |  |  |  |  |
| 20 | Read aloud books closely matched to their improving phonic knowledge |  |  |  |  |  |  |
| 21 | Read further common exception words, noting unusual correspondences between spelling and sound |  |  |  |  |  |  |
| 22 | **Read most common exception words\*** **(EXPECTED)** |  |  |  |  |  |  |
| 23 | **Read most words containing common suffixes (EXPECTED)** |  |  |  |  |  |  |
| 24 | **Read accurately words of two or more syllables**\**(containing known graphemes*) **(EXPECTED)** |  |  |  |  |  |  |
| 25 | Read aloud with fluency and confidence |  |  |  |  |  |  |
| 26 | ***In age appropriate books*, read most words accurately without overt sounding and blending, and sufficiently fluently allowing them to focus on their understanding rather than on decoding individual words. \* (EXPECTED)** |  |  |  |  |  |  |
| 27 | Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently |  |  |  |  |  |  |
| 28 | Continue tolearn rhymes and poems and to recite some by heart, *with appropriate intonation* |  |  |  |  |  |  |
|  |  | **0-9 = 2c 10-19 = 2b 20-28 = 2a** |  |  |  |  |  |  |

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| **Stage 1 Reading Targets (2018-2019)** |
| **Pupil name:** |  |  |  |  |  |  |
| 1 | **Clarifier** | Discuss word meanings, linking new meanings to those already known (synonyms) |  |  |  |  |  |  |
| 2 | Children can self correct when reading and understand what they are reading |  |  |  |  |  |  |
| 3 | Answer questions about the text |  |  |  |  |  |  |
| 4 | **Questioner** | Participate in discussion about what is read to them, taking turns and listening to what others say |  |  |  |  |  |  |
| 5 | **Summariser** | Can talk about the title and events |  |  |  |  |  |  |
| 6 | Making inferences *(use evidence and reasoning to make conclusions)* on the basis of what is being said and done |  |  |  |  |  |  |
| 7 | **Predictor** | Continues to predict what might happen on the basis of what has been read so far **(EYFS)** |  |  |  |  |  |  |
| 8 | **Discrete** | Continues to use phonic knowledge to decode words\***(EYFS)** |  |  |  |  |  |  |
| 9 | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes\* |  |  |  |  |  |  |
| 10 | Continues to read accurately by blending sounds in unfamiliar words containing GPCs\* (grapheme phoneme correspondence eg. s-t-ay) **(EYFS)** |  |  |  |  |  |  |
| 11 | Continues to read common exception words\***(EYFS)** |  |  |  |  |  |  |
| 12 | Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings\* |  |  |  |  |  |  |
| 13 | Read words with contractions\* [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) |  |  |  |  |  |  |
| 14 | Read aloud with fluency and confidence |  |  |  |  |  |  |
| 15 | Read and retell fairy stories/traditional tales |  |  |  |  |  |  |
| 16 | Recognising and joining in with predictable phrases |  |  |  |  |  |  |
| 17 | Learning rhymes and poems and to recite some by heart |  |  |  |  |  |  |
| 18 | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which children can read independently |  |  |  |  |  |  |
|  |  | **0-6 = 1c 7-12 = 1b 13-18 = 1a** |  |  |  |  |  |  |

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| **Stage 0 Reading Targets (2018-2019)**(Taken from EYFS) |
| **Pupil name:** |  |  |  |  |  |  |
| **C** | Show awareness of rhymes, rhythm and alliteration **R 30-50m** |  |  |  |  |  |  |
| **C** | Listens to and joins in with (repeated refrains from) stories and poems **R 30-50m**  |  |  |  |  |  |  |
| **C** | Anticipates key events in rhymes and stories **R 30-50m** |  |  |  |  |  |  |
| **C** | Shows an interest in illustrations/print in books and the environment **R 30-50m**  |  |  |  |  |  |  |
| **C** | Looks at books independently and handles them carefully **R 30-50m** |  |  |  |  |  |  |
| **C+** | Is beginning to be aware of the way stories are structured  **R 30-50m** |  |  |  |  |  |  |
| **C+** | Begins to suggest how the story might end **R 30-50m** |  |  |  |  |  |  |
| **C** | Describes main story settings, events and main characters**R 30-50m** |  |  |  |  |  |  |
| **C+** | Recognises own name, familiar words and signs (e.g. advertising logos) **R 30-50m**  |  |  |  |  |  |  |
| **C+** | Holds books the correct way up and turns pages **R 30-50m** |  |  |  |  |  |  |
| **C+** | Knows that print carries meaning and in English is read L-R; top to bottom **R 30-50m** |  |  |  |  |  |  |
| **B** | Continues a rhyming string **R 40-60+m** |  |  |  |  |  |  |
| **B** | Begins to hear and say the initial sounds in words **R 40-60+m** |  |  |  |  |  |  |
| **B+** | Can segment the sounds in simple words and blend them and knows which letters represent some of them **R 40-60+m**  |  |  |  |  |  |  |
| **B+** | Links sounds to letters, naming and sounding the letters of the alphabet **R 40-60+m**  |  |  |  |  |  |  |
| **A** | Begins to read words and simple sentences **R 40-60+m** |  |  |  |  |  |  |
| **A** | Uses vocabulary and forms of speech found in books**R 40-60+m** |  |  |  |  |  |  |
| **A** | Enjoys a range of books **R 40-60+m** |  |  |  |  |  |  |
| **A** | Knows that information can be retrieved from books and computers **R 40-60+m**  |  |  |  |  |  |  |
| **A+** | Can read and understand simple sentences **R ELG** |  |  |  |  |  |  |
| **A+** | Begins to use phonic knowledge to decode regular words to read aloud accurately **R ELG**  |  |  |  |  |  |  |
| **A+** | Begins to read some common and irregular words **R ELG** |  |  |  |  |  |  |
| **A+** | Demonstrates understanding when talking with others about what they have read **R ELG** |  |  |  |  |  |  |