

## Reading Targets

Pupil's Name: \_\_\_\_\_

### A Purple Reader

TARGETS	SEEN	SECURE
<b>Word Reading</b>		
I can match all 40+ graphemes to their phonemes.		
I can blend sounds in unfamiliar words.		
I can divide words into syllables.		
I can read compound words.		
I can read words with contractions and understand that the apostrophe represents the missing letters.		
I can read phonetically decodable words.		
I can read words that end with 's, -ing, -ed, -est		
I can read words which start with un-.		
I can add -ing, -ed and -er to verbs. ( <i>Where no change is needed to the root word</i> )		
I can read words of more than one syllable that contain taught GPCs.		
<b>Comprehension</b>		
I can say what I like and do not like about a text.		
I can link what I have heard or read to my own experiences.		
I can retell key stories orally using narrative language.		
I can talk about the main characters within a well known story.		
I can learn some poems and rhymes by heart.		
I can use what I already know to understand texts.		
I can check that my reading makes sense and go back to correct myself when it doesn't.		
I can draw inferences from the text and/or the illustrations. ( <i>Beginning</i> )		
I can make predictions about the events in the text.		
I can explain what I think a text is about.		

## Reading Targets

Pupil's Name: \_\_\_\_\_

### An Orange Reader

TARGETS	SEEN	SECURE
<b>Word Reading</b>		
I can decode automatically and fluently.		
I can blend sounds in words that contain the graphemes we have learnt.		
I can recognise and read alternative sounds for graphemes.		
I can read accurately words of two or more syllables that contain the same GPCs.		
I can read words with common suffixes.		
I can read common exception words.		
I can read and comment on unusual correspondence between grapheme and phoneme.		
I read most words quickly and accurately when I have read them before, without sounding out and blending.		
I can read most suitable books accurately, showing fluency and confidence.		
<b>Comprehension</b>		
I can talk about and give an opinion on a range of texts.		
I can discuss the sequence of events in books and how they relate to each other.		
I use prior knowledge, including context and vocabulary, to understand texts.		
I can retell stories, including fairy stories and traditional tales.		
I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.		
I can find recurring language in stories and poems.		
I can talk about my favourite words and phrases in stories and poems.		
I can recite some poems by heart, with appropriate intonation.		
I can answer and ask questions about the text.		
I can make predictions based on what I have read.		
I can draw ( <i>simple</i> ) inferences from illustrations, events, characters' actions and speech.		

**Reading Targets**

**Pupil's Name:** \_\_\_\_\_

**A Yellow Reader**

TARGETS	SEEN	SECURE
<b>Word Reading</b>		
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
I can read further exception words, noting the unusual correspondences between spelling and sound.		
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
<b>Comprehension</b>		
I read a range of fiction, poetry, plays, and non-fiction texts.		
I can discuss the texts that I read.		
I can read aloud and independently, taking turns and listening to others.		
I can explain how non-fiction books are structured in different ways and can use them effectively.		
I can describe some of the different types of fiction books.		
I can ask relevant questions to get a better understanding of a text.		
I can predict what might happen based on the details I have read.		
I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.		
I can use a dictionary to check the meaning of unfamiliar words.		
I can identify the main point of a text.		
I can explain how structure and presentation contribute to the meaning of texts.		
I can use non-fiction texts to retrieve information.		
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		

## Reading Targets

Pupil's Name: \_\_\_\_\_

### A Green Reader

TARGETS	SEEN	SECURE
<b>Word Reading</b>		
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
I can read further exception words, noting the unusual correspondences between spelling and sound.		
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
<b>Comprehension</b>		
I know which books to select for specific purposes, especially in relation to science, geography and history learning.		
I can use a dictionary to check the meaning of unfamiliar words.		
I can discuss and record words and phrases that writers use to engage and impact on the reader.		
I can identify some of the literary conventions in different texts.		
I can identify the ( <i>simple</i> ) themes in texts.		
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
I can explain the meaning of words in context.		
I can ask relevant questions to improve my understanding of a text.		
I can infer meanings and begin to justify them with evidence from the text.		
I can predict what might happen from details stated and from the information I have deduced.		
I can identify where a writer has used precise word choices for effect to impact on the reader.		
I can identify some text type organisational features, for example, narrative, explanation and persuasion.		
I can retrieve information from non-fiction texts.		
I can build on others' ideas and opinions about a text in discussion.		

**Reading Targets**

**Pupil's Name:** \_\_\_\_\_

**A Blue Reader**

**Page 1**

TARGETS	SEEN	SECURE
<b>Word Reading</b>		
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
I can read further exception words, noting the unusual correspondences between spelling and sound.		
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
I can re-read and read ahead to check for meaning.		
<b>Comprehension</b>		
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. I can discuss the features of each.		
I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.		
I can identify significant ideas, events and characters; and discuss their significance.		
I can recite poems by heart, e.g. narrative verse, haiku.		
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		

A Blue Reader

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TARGETS	SEEN	SECURE
<b>Comprehension (continued)</b>		
I can use meaning-seeking strategies to explore the meaning of words in context.		
I can use meaning -seeking strategies to explore the meaning of idiomatic and figurative language.		
I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.		
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.		
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.		
I can justify inferences with evidence from the text.		
I can make predictions from what has been read.		
I can summarise the main ideas drawn from a text.		
I can identify the effect of the context on a text; for example, historical context or other cultures.		
I can identify how language, structure and presentation contribute to the meaning of a text.		
I can express a personal point of view about a text, giving reasons.		
I can make connections between other similar texts, prior knowledge and experience.		
I can compare different versions of texts and talk about their differences and similarities.		
I can listen to and build on others' ideas and opinions about a text.		
I can present an oral overview or summary of a text.		
I can present the author's viewpoint of a text.		
I can present a personal point of view based on what has been read.		
I can listen to others' personal point of view.		
I can explain a personal point of view and give reasons.		
I know the difference between fact and opinion.		
I can use my knowledge of structure of text type to find key information.		
I can use text marking to identify key information in a text.		
I can make notes from text marking.		

**Reading Targets**

**Pupil's Name:** \_\_\_\_\_

**A Red Reader**

**Page 1**

TARGETS	SEEN	SECURE
<b>Word Reading</b>		
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u> .		
I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.		
I can read fluently, using punctuation to inform meaning.		
<b>Comprehension</b>		
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. I can discuss the features of each.		
I can read books that are structured in different ways.		
I can recognise texts that contain features from more than one text type.		
I can evaluate how effectively texts are structured and presented.		
I can read non-fiction texts to help with my learning.		
I read accurately and check that I understand.		
I can recommend books to others and give reasons for my recommendation.		
I can identify themes in texts.		
I can identify and discuss the conventions in different text types.		
I can identify the key points in a text.		
I can recite a range of poems by heart, e.g. narrative verse, sonnet.		
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		

## Reading Targets

Pupil's Name: \_\_\_\_\_

### A Red Reader

#### Page 2

TARGETS	SEEN	SECURE
<b>Comprehension (continued)</b>		
I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.		
I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.		
I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.		
I can express a personal point of view about a text, giving reasons linked to evidence from texts.		
I can raise queries about texts.		
I can make connections between other similar texts, prior knowledge and experience and explain the links.		
I can compare different versions of texts and explain the differences and similarities.		
I listen to others' ideas and opinions about a text.		
I can build on others' ideas and opinions about a text in discussion.		
I can explain and comment on explicit and implicit points of view.		
I can summarise key information from different parts of a text.		
I can recognise the writer's point of view and discuss it.		
I can present a personal point of view based on what has been read.		
I can present a counter-argument in response to others' points of view.		
I can provide reasoned justifications for my views.		
I can refer to the text to support opinion.		
I can distinguish between statements of fact and opinion.		
I can find information using skimming to establish the main idea.		
I can use scanning to find specific information.		
I can text mark to make research efficient and fast.		
I can organise information or evidence appropriately.		

