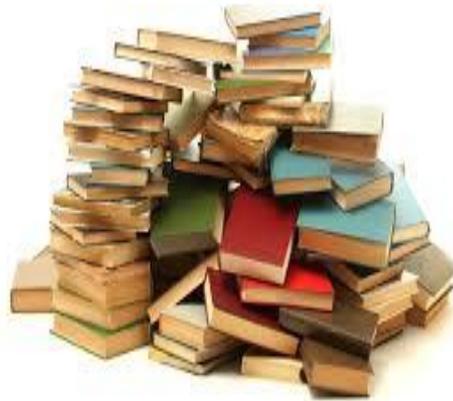


# Charlesworth School Year Group Reading Targets





**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# 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**



**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# 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**

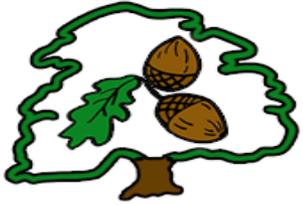
AF3: Deduce, infer or interpret information from the text

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



**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# 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 on features of a text



**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# 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 of 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**



**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

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

*I can predict what might happen from details stated*

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 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)**



**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# 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*





**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# 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 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 notes from text marking and present them orally or in writing*

I can justify inferences with evidence from the text

*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 use text marking to identify key information in a text**

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

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

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

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

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*

**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)**



**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# 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 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)