Working towards Level 1c

AF1 *Word Reading Skills & Strategies*

T1   I know that a number of words, such as 'and' and 'the', will come again and again in my reading.

T2   I can read a range of familiar words – up to 50 words.

T3   I recognise the first letters in unfamiliar words.

T4   I can point to specific known words as I read.

T5   I recognise first and final letter sounds in unfamiliar words.

T6   As I read, my expression helps me to check the sense of the text.

T7   I can use picture clues to help read simple text.

AF2 *Understand, describe, select or retrieve information*

T1   I can follow simple texts when they are read to me.

T2   I can talk about the main character in my story.

T3   I can tell someone what the story is about.

AF3 *Deduce, infer and interpret information*

T1   I always listen attentively to stories.

T2   I can work out who is speaking in a story I am reading.

T3   I will ask questions about the book I read if I feel I need extra help.

AF4 *Identify and comment on the structure and organisation*

T1   I join in with parts of familiar texts, especially repeated parts or rhymes.

T2   I know what the illustrator and the author do.

AF5 *Explain and comment on the writer's use of language*

T1   -

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I can talk about the texts I like and dislike.

T2   I can tell whether I like stories, rhymes or songs best.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I can explain why I like or dislike a character from my book.

Working towards Level 1b

AF1 *Word Reading Skills & Strategies*

T1 I read a range of high frequency words (first level) without prompt.

T2 I can read a range of words associated with my family and the topic I am studying.

T3 I always attempt to sound out CVC words.

T4 I am happy to have a go at sounding out a word that is unfamiliar to me.

T5 I can sometimes work out an unfamiliar word by sounding out the first letters.

T6 I am happy to have a go at reading aloud.

T7 I know if the sentence I have read does not make sense.

AF2 *Understand, describe, select or retrieve information*

T1 I show understanding of the main events in a story.

T2 I can answer simple questions about the books I have read.

AF3 *Deduce, infer and interpret information*

T1 With help, I can work out what might happy next in the story I am reading.

T2 I am beginning to work out what the main character in the story is like.

AF4 *Identify and comment on the structure and organisation*

T1 I appreciate that authors sometimes use capitals, bold print or italics if they want to bring attention to certain parts of the text.

T2 I respond to events and ideas in non-fiction, when asked.

AF5 *Explain and comment on the writer's use of language*

T1 -

AF6 *Evaluate the writers' purposes and viewpoints*

T1 I can talk about a book I am very fond of and can explain why.

T2 I am beginning to show an interest in books with similar ideas.

T3 I can tell someone what I like and dislike about a wide range of stories.

AF7 *Relate texts to their social, cultural and historical traditions*

T1 I can explain why a character from a book is good or bad.

TARGETS IN READING

Working towards Level 1a

AF1 *Word Reading Skills & Strategies*

T1   I can read a range of familiar words, up to 100.

T2   I can read a number of words seen in the environment, eg signs and labels.

T3   I attempt to read words that I do not know, making use of letters and phonetic patterns that I know.

T4   I can sound out CVC/CCVC/CVCC words without prompt.

T5   I know that may words I read have similar patterns.

T6   I can recognise words that have regular phonetically regular patterns.

T7   I know that many words can be turned into plurals by adding a 's' to the original word.

T8   I can confidently read aloud, but sometimes need support.

AF2 *Understand, describe, select or retrieve information*

T1   With help and prompts, I can make simple deductions from stories.

AF3 *Deduce, infer and interpret information*

T1   I can predict what happens next in familiar texts.

T2   I quickly recognise the main character in the stories I read.

AF4 *Identify and comment on the structure and organisation*

T1   I know that may books hold information and are not stories.

T2   I know that information books often deal with things that are true.

I know that non-fiction books have special features such as contents, index and photographs.

AF5 *Explain and comment on the writer's use of language*

T1   -

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I can talk about books that I like and dislike and explain why.

T2   I can explain why I enjoy reading a favourite book again and again.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I know that pictures in story books follow a sequence.

T2   I know that many books I read have a main character and sometimes a character that may be 'bad'.

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INFORMATION FOR PARENTS AND CARERS

TARGETS IN READING

Working towards Level 2c

AF1   *Word Reading Skills & Strategies*

T1   I always pause when I come across a full stop.

T2   I understand that when a word is in bold, I should put emphasis on that word.

T3   I quickly recognise words that have 'ed' or 'ing' at the end.

T4   I use my knowledge of phonics to help me read unknown words.

T5   I am beginning to use more than one method of breaking down an unknown word I am trying to read.

T6   I can read more than 90% of a chosen book independently.

T7   I know when I need to re-read a passage to help understand it better.

T8   I am aware of a mistake I have made when reading.

AF2   *Understand, describe, select or retrieve information*

T1   I can re-tell the main events of a story I am reading.

T2   I am able to use information in the text to talk about a character in the story I am reading.

AF3   *Deduce, infer and interpret information*

T1   I am beginning to have a good idea about the way a story is likely to unfold.

T2   I can suggest why the story ended as it did.

T3   I can sometimes guess what is likely to happen next in a story I am reading.

AF4   *Identify and comment on the structure and organisation*

T1   I have a good understanding about the way the text is organised in non-fiction books.

T2   I understand that photographs or diagrams play a very important part in non-fiction books.

AF5   *Explain and comment on the writer's use of language*

T1   I can describe how a character in my book would speak.

T2   I am beginning to be aware that many books deliberately set out to make me laugh.

AF6   *Evaluate the writers' purposes and viewpoints*

T1   I can talk about a particular part of a story and explain why I enjoyed it.

T2   I can see why an author might have repeated something to give the story a special effect.

AF7   *Relate texts to their social, cultural and historical traditions*

T1   I can appreciate that some stories are set in a particular place.

T2   I know that some stories I read will have happened some time ago.

INFORMATION FOR PARENTS AND CARERS - TARGETS IN READING

Working towards Level 2b

AF1 *Word Reading Skills & Strategies*

T1   I use full stops to aid my expression.

T2   I know that an exclamation mark means that I should have an element of surprise at the end of the sentence.

T3   I know if the reading refers to now or something that happened in the past.

T4   I make a good attempt at reading words that are unknown to me.

T5   I pace my reading well, knowing when to vary pace for effect.

T6   I am aware that certain combinations of letters sound differently in different words, eg r**ea**ding and br**ea**d.

T7   I can read fluently from a given range of books and I make very few errors.

T8   I am able to read ahead.

T9   I know if I have made a mistake and will correct myself.

AF2 *Understand, describe, select or retrieve information*

T1   I am able to comment on plot, setting and characters in familiar and unfamiliar books.

T2   I can use reading to find the answer to a simple question that concerns me.

AF3 *Deduce, infer and interpret information*

T1   I can comment on the setting of a story.

T2   I refer to most, if not all, the main characters in a story when retelling it.

T3   I think I know what the main character may be thinking in certain situations.

AF4 *Identify and comment on the structure and organisation*

T1   I can distinguish between fact and opinion.

T2   I can confidently find appropriate pages in non-fiction by using the contents page.

AF5 *Explain and comment on the writer's use of language*

T1   I pick out words in a sentence that give the reading more impact.

T2   I begin to understand why the author has used a specific word in the text.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I can see whey an author may use repeated text for effect in some stories.

T2   I express an opinion about the way the story is unfolding.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I understand and comment on the way text is presented in fiction, non-fiction and poetry.

T2   I know that most texts in newspapers start with a headline.

T3   I know that the setting for any story may be in the present or long ago, or even in make-believe places.

Working towards Level 2a

AF1 *Word Reading Skills & Strategies*

T1   I enhance meaning through expression and intonation.

T2   I notice when reading does not make sense and take appropriate action.

T3   I self-correct, look backwards and forwards in text and search for meaning.

T4   I use the beginning and endings of words to help me read unfamiliar words.

T5   I look for initial blends in unfamiliar words to give me additional confidence about reading them.

T6   I use my knowledge of the alphabet to locate information in dictionaries.

T7   My reading of simple unfamiliar text is mostly accurate at all times.

T8   I use a range of strategies to decode unfamiliar words.

T9   I read ahead to confirm meaning.

AF2 *Understand, describe, select or retrieve information*

T1   I can identify and comment on the main characters.

T2   I can comment on the way characters relate to one another.

T3   I include important detail when retelling a story I have just read.

T4   When talking about a story, I make specific reference to the text.

AF3 *Deduce, infer and interpret information*

T1   I can express my own opinion about events and action within the text.

T2   I can talk about things that might have happened and make predictions.

AF4 *Identify and comment on the structure and organisation*

T1   I am very aware of the main differences between fiction and non-fiction and show some preferences within each type.

T2   I can comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information.

AF5 *Explain and comment on the writer's use of language*

T1   I am able to understand why and how the author has used humour in certain situations.

T2   I am able to identify sections of text that lend themselves to humour or create atmosphere.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I can use a specific part of the text to help me explain what I enjoyed and did not enjoy about the book I have read.

T2   I am beginning to recognise that some authors have very specific ways of writing.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I recognise that newspaper articles start with a headline, may have sub-headings and sometimes have a photograph.

T2   I know that some of the stories I read are set in different countries.

Working towards Level 3c

AF1 *Word Reading Skills & Strategies*

T1   I am able to use appropriate expression in my reading.

T2   I am familiar with a range of endings used to make words forms as plural.

T3   I am aware of the pronouns that require capital letters and notice them in my reading.

T4   I recognise words that have silent letters in them.

T5   I am familiar with words that have silent letters at the beginning.

T6   I look for familiar letter groups to help me read unfamiliar words, eg, ight or ought.

T7   I can read independently, using a range of reading strategies appropriately to establish meaning.

T8   I show good understanding of the main points of the text and retell the story.

T9   I am able to alter my voice when reading something exciting, humorous or emotional.

AF2 *Understand, describe, select or retrieve information*

T1   When I need to, I can prepare a reading that conveys humour.

T2   I can recognise similarities in plot or characters between different stories.

T3   I can quickly identify key words within a passage by scanning.

T4   When making a point about a story I have read, I use examples drawn from the text.

AF3 *Deduce, infer and interpret information*

T1   I can make sensible predictions about what is likely to happen in the story.

T2   I can predict what might happen to certain characters in each story.

AF4 *Identify and comment on the structure and organisation*

T1   I know that most stories I read can belong to a certain type, eg, mystery.

T2   I extract information from non-fiction texts, using contents, index, chapters, headings and glossary.

AF5 *Explain and comment on the writer's use of language*

T1   I can read poetry, using intonation and expression appropriately.

T2   I handle humour in texts and poetry appropriately when I need to.

T3   I know how suspense is built up in a story, including the development of the plot.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I am beginning to be aware of how a writer uses different words and phrases to help make a point.

T2   From a given text, I can identify the main arguments for or against a particular point of view.

T3   I am able to see how certain text may be written for an intended audience.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I express reading preferences both by naming the author and talking about the types of stories I like.

T2   I can explain why I enjoy the work of a particular author.

T3   I know that many stories contain information about the way of life of a group of people.

Working towards Level 3b

AF1 *Word Reading Skills & Strategies*

T1   I respond appropriately to punctuation and/or meaning.

T2   I am familiar with the conventions regarding speech in writing.

T3   I will read on to help me make sense of a word that I am not familiar with.

T4   I am familiar with most phonic blends that start words and with the common word endings.

T5   I can read a range of texts fluently and accurately.

T6   When reading to myself, I read at a fast pace.

T7   I am quick to recognise if I have made a mistake and will self-correct.

T8   I am happy to have a go at reading aloud in different contexts, eg, to a small group in class or in front of a large audience in the school hall.

AF2 *Understand, describe, select or retrieve information*

T1   I can dramatise and perform a story for others, using a narrator if necessary.

T2   I can use appropriate voices for characters and adopt a story-telling voice when needed.

T3   I can move to the relevant place in my reading quickly by using key words or phrases to locate information.

AF3 *Deduce, infer and interpret information*

T1   I can justify my predictions by making references to the story.

T2   I am beginning to recognise how relationships between characters may influence the outcome of the story.

AF4 *Identify and comment on the structure and organisation*

T1   I can skim materials and note down different views and arguments.

T2   I am aware that non-fiction texts can take different forms, eg, newspapers or reference books.

AF5 *Explain and comment on the writer's use of language*

T1   I can compare different versions of the same myth and legend.

T2   Within the text, I can identify language which is different from that in everyday use.

T3   I have a good idea of what the voices of the main characters might sound like.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I can use a range of different formats to present my book reviews.

T2   I am able to summaries what I have just read, using appropriate language to do so.

T3   I am able to organise my thinking so that I can explain points precisely and in a way that makes sense to others.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I am able to feel happy or sorry for a character in my story because I recognise what they may be going through.

T2   I recognise that stories identify with different sets of people from different backgrounds, eg poor or rich.

T3   I know that some stories are set in times of historical interest, eg war-time, Victorian era.

Working towards Level 3a

AF1 *Word Reading Skills & Strategies*

T1   I can appreciate how the writer sometimes uses short, punchy sentences to gain effect.

T2   I recognise how the author may use sub-clauses to help the reader gain a better understanding of the main idea.

T3   I am familiar with all common starting blends and endings, and with common silent letters.

T4   I am able to read ahead to determine direction and meaning in a story.

T5   I can explore figurative language and the way it can convey meaning.

T6   I am able to skim materials to gain an overview of the text.

T7   I am able to play on humour and suspense when reading to peers or adult audiences.

AF2 *Understand, describe, select or retrieve information*

T1   When I carry out research, I use more than one source of evidence.

T2   I am able to summaries the main points of an argument or discussion and make up my own mind about what the important points are.

AF3 *Deduce, infer and interpret information*

T1   I am able to deduce from the evidence in the text what the characters are like and why they react as they do.

T2   I can identify the way a writer sets out to persuade.

AF4 *Identify and comment on the structure and organisation*

T1   I can devise questions and scan materials to locate information and answers.

AF5 *Explain and comment on the writer's use of language*

T1   I am beginning to find meaning beyond the literal, eg the way impressions of people are suggested through a choice of details and language.

T2   I am able to explore the relationship between a poet and the subject of the poem.

T3   I am able to use different voices for different characters when reading aloud or acting in a play.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I recognise the way the writer has used certain language to help get a point across.

T2   I am able to explain my thoughts and use points raised from two different perspectives to help clarify ideas.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I am able to investigate what is known about the historical and geographical setting and events and their importance to a story.

T2   I am able to consider two different stories written by the same author, and offer points of view about similarities and differences in the way the stories unfolded.

INFORMATION FOR PARENTS AND CARERS - TARGETS IN READING

Working towards Level 4c

AF1 *Word Reading Skills & Strategies*

T1   When I write, I enjoy using new words I have come across in my reading.

T2   I recognise how authors use different ways to start sentences to create variety and interest in their writing.

T3   I know some acceptable abbreviations used in books, eg, anon, etc.

T4   I appreciate when an author has used a connective rather than a new sentence to create a better effect.

T5   I am familiar with all common starting blends and endings and with common silent letters.

T6   I use pauses as well as my body language to generate maximum effect when I am reading aloud.

T7   I know that, when I am reading aloud to the rest of the class, my voice needs to be clear and precise.

T8   I know that I need to be consistent with the voices I use for different characters when reading to someone else.

AF2 *Understand, describe, select or retrieve information*

T1   I identify key points when reading appropriate texts and I understand the significant ideas, themes, events and characters.

T2   I can create a set of key notes to help me summarise what I have read.

T3   I can see why a character may hold a strong point of view about an issue.

AF3 *Deduce, infer and interpret information*

T1   I can locate and use information from a range of sources, both fiction and non-fiction.

T2   I appreciate that people use bias in persuasive writing, including in articles and advertisements.

T3   I can carry out independent research to help generate or answer a number of questions associated with a topic I am pursuing.

AF4 *Identify and comment on the structure and organisation*

T1   I am able to see how the author has used language precisely to get across a point of view.

T2   I recognise that sometimes issues presented in lists make a more compelling argument.

T3   I can see how authors vary the openings of their stories, sometimes using action, dialogue or description.

AF5 *Explain and comment on the writer's use of language*

T1   I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.

T2   I can see how some authors, especially poets can play on words to make a strong point.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I can see how some authors use time shifts effectively to help set the scene within a story.

T2   I can quickly work out how an author's point of view comes across in the story or information text.

T3   I am beginning to see why an author or poet may have a strong point of view in relation to an issue they are dealing with.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I am able to compare a fictional account of history with a factual account.

T2   I am able to appreciate how two people may have a different perspective on the same event, either in history or in today's news.

T3   I appreciate how some authors are better placed to write about a particular period in time or about people from different backgrounds.

Working towards Level 4b

AF1   *Word Reading Skills & Strategies*

T1   I recognise complex sentences.

T2   I understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.

T3   I am able to see how the author will have used commas or ellipses in order to create a better impact.

T4   I am very confident that I am familiar with most spelling patterns, including complex ones that I come across in my reading.

T5   I show awareness of the listener by using pauses, giving emphasis and keeping an appropriate pace.

T6   My reading manages to keep listeners entertained so that they are able to maintain interest.

T7   I am aware that the pace of reading can add to the excitement.

T8   I am aware of when to use silences in my reading aloud to create greater effect.

T9   I am able to identify similarities and differences in a range of dictionaries and thesauruses and evaluate their usefulness.

AF2   *Understand, describe, select or retrieve information*

T1   I am able to show by my answers to questions that I have read beyond the text.

T2   I use a range of strategies to help me condense the main points made in a text.

AF3   *Deduce, infer and interpret information*

T1   I refer to the text to support my ideas and opinions.

T2   I am able to work out if the main characters are feeling unhappy, angry or stressed.

T3   I can work out what a person is thinking even when they have not stated something outright.

T4   I realise that advertisers may exaggerate certain selling points of their products.

AF4   *Identify and comment on the structure and organisation*

T1   I appreciate how a set of sentences has been organised to create maximum effect.

T2   I appreciate when reading a report or letter that it will follow a time sequence.

T3   I can understand why an author may have broken a time sequence to create greater impact.

AF5   *Explain and comment on the writer's use of language*

T1   I can talk about the author's techniques for describing characters, settings and actions.

T2   I appreciate that authors often use narrative markers so as not to confuse the reader when using conventions such as flashbacks or time shifts.

T3   I know that many authors use emotion and feelings when describing characters so as to make the reader's reaction to each character stronger.

AF6   *Evaluate the writers' purposes and viewpoints*

T1   I am able to consider different ways in which information can be presented, focusing on process, classification, chronology and the implications for effective reading.

AF7   *Relate texts to their social, cultural and historical traditions*

T1   I am able to compare the opening of a particular novel with the beginning of another I have read recently.

T2   I am particularly interested in reading novels which relate to the period of history I am studying.

INFORMATION FOR PARENTS AND CARERS

TARGETS IN READING

Working towards Level 4a

AF1 *Word Reading Skills & Strategies*

T1   I can cope with different features of language, such as, abbreviations, colloquialisms and specialist vocabulary.

T2   I recognise how time connectives help to move a story on.

T3   I am aware of the way certain powerful verbs can add to the tension or deepen a reader's understanding of a specific situation or action.

T4   I am very confident that I am familiar with most aspects of complex letter groupings that I come across in my reading.

T5   I tackle unfamiliar and challenging text with confidence.

T6   I recognise that my pace is much quicker when I read to myself than when I read aloud.

AF2 *Understand, describe, select or retrieve information*

T1   I use skimming, scanning and note-taking to identify the key points in a text.

T2   I am confident enough to use quotations from text to add more weight to my understanding.

AF3 *Deduce, infer and interpret information*

T1   I can evaluate text, referring to relevant passages to support my opinion.

T2   I am prepared to allow my own view to be modified after reading a powerful counter argument.

AF4 *Identify and comment on the structure and organisation*

T1   I can see how and why dialogue is sometimes used to introduce a character.

T2   I am able to talk about different aspects of language used in poems and prose, eg features of dialect, repetition or slang.

T3   I can see how an author has given more depth and complexity to a character through revealing details of their behaviour and their interaction with other characters.

AF5 *Explain and comment on the writer's use of language*

T1   I understand the way writers present issues and points of view in fiction and non-fiction.

T2   I can appreciate how the use of expressive, figurative or descriptive language creates effects in poetry and prose.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   When reading persuasive text I should try to keep my judgements impartial.

T2   Even though I may have strong feelings about a certain point, I am prepared to respect the right of others to have a point of view.

T3   I am aware of how an author shows good awareness of the audience and tries to hear the writing from their point of view.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I recognise that certain characters that I read about will have their own distinctive vocabulary or dialect.

T2   I am beginning to show interest in a particular genre of books that are set in a given period of history, or use different social or cultural backgrounds as the backdrop to their stories.

Working towards Level 5c

AF1 *Word Reading Skills & Strategies*

T1 -

AF2 *Understand, describe, select or retrieve information*

T1 I am able to select relevant information and identify key features, themes and characters from a range of appropriate texts.

T2 I draw on textual evidence to give convincing answers to questions.

AF3 *Deduce, infer and interpret information*

T1 I select sentences, phrases and relevant information to justify my opinions.

T2 I can explain implied meaning by making reference to text.

T3 I use note-taking effectively to summaries the main points of the text.

AF4 *Identify and comment on the structure and organisation*

T1 I recognise the need for the author to use strong verbs and adjectives to make a point when presenting an argument.

T2 Within persuasive text, I can tell the difference between exaggeration and not telling the truth.

AF5 *Explain and comment on the writer's use of language*

T1 I am aware of how the author has used personification or alliteration to create stronger images.

T2 I recognise the need for the author to manipulate narrative pace and setting to reflect mood.

AF6 *Evaluate the writers' purposes and viewpoints*

T1 I am aware of the author's ability to convey feelings through a series of images rather than direct statements.

T2 I can see how an author controls the pace of a story to manipulate suspense.

AF7 *Relate texts to their social, cultural and historical traditions*

T1 I see how the writer has made appropriate choices between standard English, colloquialism or dialect according to need.

T2 I am aware that reports or stories written some time ago may have conveyed a different meaning to the original audience.

TARGETS IN READING

Working towards Level 5b/5a

AF1 *Word Reading Skills & Strategies*

T1   -

AF2 *Understand, describe, select or retrieve information*

T1   I am confident when retrieving and collating information from a range of sources.

T2   I can perceive hidden irony.

AF3 *Deduce, infer and interpret information*

T1   I am able to summarise the main positive and negative points from a story or information text.

T2   I consider arguments critically and consider techniques for effective persuasion (choice of language, organisation and layout of text).

T3   I am able to express my thoughts briefly and clearly when responding to either fiction or non-fiction.

AF4 *Identify and comment on the structure and organisation*

T1   I can see how the author's choice of specific vocabulary makes the meaning within the text more precise.

T2   I know when the author has chosen adverbial and expanded noun phrases well to add interest.

AF5 *Explain and comment on the writer's use of language*

T1   I appreciate how the author has managed detail and sequence to sustain the reader's interest, eg conflict or relationship between characters.

T2   I can see how the author's use of a range of figurative language enhances the narrative.

AF6 *Evaluate the writers' purposes and viewpoints*

T1   I recognise that marketing people employ exaggeration as an acceptable tool for selling products.

T2   I can see how the author's point of view is well controlled so that the reader sympathises with a particular character.

AF7 *Relate texts to their social, cultural and historical traditions*

T1   I am familiar with particular text features used to communication by email, advertisements, special organisations (eg estate agents) or notice boards.

T2   I can identify reasons why a particular classical book has retained its lasting appeal.