

YEAR 1
READING CHILD SPEAK TARGETS

Reading and spelling

I can read words using phonemes/graphemes

I can read letters and groups of letters

I can read some unusual words

I can read words with these endings - s, es, ing, ed

I can read the longer words in my word list.

Guided Reading

I can read aloud the words in my book.

I can reread my books to become a better reader.

I can check what I am reading makes sense.

I can talk about the title and events in the book.

I can talk about what happens in the book.

I can predict what happens next.

I can talk about what the words mean.

When I read, I can tell you about similar events that have happened to me.

Speaking and Listening

I can listen to and talk about different books.

I can retell stories.

I can join in the stories at special times.

I can take turns to listen and talk in a group.

YEAR 2
READING CHILD SPEAK TARGETS

Reading and spelling

I can read words quickly by sounding out.

I can read by blending sounds together.

I can read words with 2 or 3 syllables.

I can read words with endings like -ing and -ed.

I can read unusual words from the word list

Guided Reading

I can answer and ask question about what I have read.

I like to predict what happens next in the story.

I can tell why certain things happen in a book.

I can discuss the meaning of words.

I can tell you my favourite words and phrases from my reading.

Speaking and Listening

I can listen and talk about poems and stories I have read.

I can tell you about the stories I have read.

I enjoy finding out things in non-fiction books.

I can recognise word patterns in stories and poems.

I can say some poems I have learnt.

YEAR 3
READING CHILD SPEAK TARGETS

Reading and spelling

I can read most words quickly and accurately.

I can often check what I am reading makes sense by talking about it.

I can use my knowledge of most words to help me read and understand the meaning of new words.

I know that some words sound different to how they are spelt.

Guided Reading

I am beginning to use non-fiction books to find out about things.

I am beginning to retell some fairy tales and traditional stories.

I am beginning to predict events in stories from what I have read.

I am beginning to use evidence from different parts of the text to support my ideas.

I am beginning to justify my ideas with evidence from the book.

I am beginning to discuss words and phrases that interest me.

I am beginning to discuss words and phrases that interest me.

I am beginning to identify different themes in a wide range of books.

I am beginning to tell what the main ideas of the book are from reading a few paragraphs.

Speaking and Listening

I can often show you I have understood an increasing wide range of texts I have read.

I can often use a dictionary to check the meaning of new words.

I am beginning to retell some fairy tales and traditional stories.

I am beginning to retell and perform poems and play scripts to read aloud.

I am beginning to recognise different types of poetry.

YEAR 4
READING CHILD SPEAK TARGETS

Reading and spelling

I can read most words quickly and accurately.

I can check what I am reading makes sense by talking about it.

I can use my knowledge of words to help me read and understand the meaning of new words.

I know that words sound different to how they are spelt.

Guided Reading

I can use non-fiction books to find out about things.

I can retell some fairy tales and traditional stories.

I can predict events in stories from what I have read.

I can use evidence from different parts of the text to support my ideas.

I can justify my ideas with evidence from the book.

I can discuss words and phrases that interest me.

I can discuss words and phrases that interest me.

I can identify different themes in a wide range of books.

I can tell what the main ideas of the book are from reading a few paragraphs.

Speaking and Listening

I can show you I have understood an increasing wide range of texts I have read.

I can use a dictionary to check the meaning of new words.

I can retell some fairy tales and traditional stories.

I can retell and perform poems and play scripts to read aloud.

YEAR 5
READING CHILD SPEAK TARGETS

Reading and spelling

I am beginning to use the words and word parts that I can read and understand already to think about what new words mean and sound like.

Guided Reading

I am beginning to present or debate on topics I have read about, using notes if needed.

I am often able to justify my views.

I can often retrieve record and present information from non-fiction.

I can ask questions about what I have read to further improve my understanding.

From my reading, I can often predict what may happen in a story from details given and suggested in the text.

I am beginning to identify key details and ideas in texts by summarising a given number of paragraphs I have read.

I can often show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.

I can often distinguish between statements of fact and opinion.

I can often show how language, structure and presentation all contribute to meaning in texts I read.

I can often check my understanding of books I have read through discussion and exploring the meaning of words.

Speaking and Listening

I am beginning to know how authors use particular language which will have impact on me, the reader.

I can often participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.

I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.

I am beginning to recommend books I have read to my friends.

I am gaining confidence to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.

YEAR 6
READING CHILD SPEAK TARGETS

Reading and spelling

I can use the words and word parts that I can read and understand already to think about what new words mean and sound like.

Guided Reading

I can present or debate on topics I have read about, using notes if needed.

I am able to justify my views.

I can retrieve, record and present information from non-fiction.

I can ask questions about what I have read to further improve my understanding.

From my reading, I can predict what may happen in a story from details given and suggested in the text.

I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.

I can show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.

I can distinguish between statements of fact and opinion.

I can show how language, structure and presentation all contribute to meaning in texts I read.

I can check my understanding of books I have read through discussion and exploring the meaning of words.

Speaking and Listening

I know authors use particular language which will have impact on me, the reader.

I can participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.

I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.

I like to recommend books I have read to my friends.

I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.