Learning and Progression Steps

Children's Targets for Reading

Learning and Progression Steps (LAPS) in Reading
Children's Targets for Reading

The 'I will be able to' targets are a child-friendly version of the Learning and Progression Steps (LAPS). They represent skills to be acquired and then applied frequently, consistently and independently. They are created so that pupils understand more easily what is being taught, how it applies to them and what they need to be able to do to be a more skilful reader.

'Targets' are just that. Something to be aimed for; something not yet achieved. Pupils should understand, and be able to explain what they need to do to achieve their target.

The following pages list targets which have been made accessible for pupils. The first section contains the Learning and Progression Steps (LAPS) alongside their child-friendly target equivalents. The LAPS versions contain more examples to support the teacher in pitching the learning appropriately. The second section contains just the children's targets; these are written more simply and succinctly for the children. These 'child-friendly' targets will require explanation and modelling by the teacher in order to support the children's understanding and communicate an appropriate pitch of learning.

Points to remember:
- When setting targets, set those that are the pupil's next steps in learning, not what they already can do, or do not relate to their current needs.
- Targets may be achieved in one session or over time.
- Select targets that are significant steps for that pupil/group of pupils. They may already have some of the skills listed in the age related grid so only need the target/s that will make a difference.
- A target may provide the focus for one or several guided reading sessions. As the target will be a child-friendly version of the objective, it provides a simple way of informing the children of what is being taught, learned and applied.
- Targets need to be shared with, and understood, by children. It may be beneficial to share longer term targets with parents and carers also.
- The target should inform teaching and learning until achieved.
- Many targets appear similar at both early and advanced levels. It is the level of the text, and the pupil's response, which determine success.

The following Lancashire reading documents can be downloaded from **www.lancsngfl.ac.uk**
- Key Learning in Reading.
- Learning and Progression Steps (LAPS) in Reading: Group Reading Grids.
- Learning and Progression Steps (LAPS) in Reading: Planning for Progression.
- Key Learning Indicators of Performance in Reading (KLIPs).
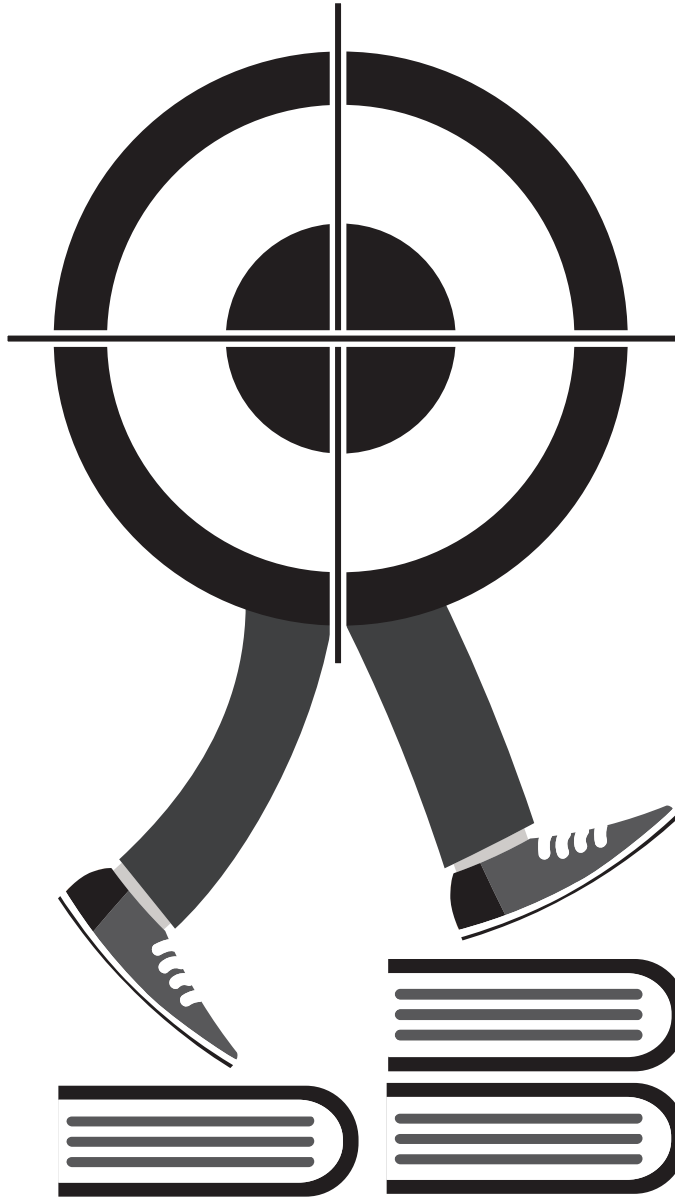
Section 1
LAPS and
Child Friendly Targets

Children's Targets for Reading
Year 1 Targets 1

Range:	• Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts.	Approximate Phonics Phase:	4/5	Year 1	
				Class:	
		Approximate Book Band:	Blue / Green	Group:	
				Date/Term:	

Dimensions	Year 1 LAP 1	Year 1 Targets 1
Word reading	• Read aloud accurately books that are consistent with their developing phonic knowledge.	• I will be able to read out loud from books which use graphemes I have learned.
	• Apply phonic knowledge and skills as the route to decode words.	• I will be able to use my phonics to work out what **words** say.
	• Respond speedily with the correct sound to grapheme for the 44 phonemes.	• I will be able to tell you the phoneme for any grapheme.
	• Recognise and use the different ways of pronouncing the same grapheme; e.g. ea in *bread* and *seat*; o in *post* and *slot*; a in *hat* and *was*; ow in *snow* and *cow*.	• I will be able to say more than one phoneme for some of the graphemes.
	• Read accurately by blending sounds in unfamiliar words.	• I will be able to use my blending skill to read new **words** well.
	• Read common exception words, noting tricky parts (see Year 1 list below).	• I will be able to read tricky **words** and tell you which are the tricky bits.
	• Read words containing –*s, -es* endings.	• I will be able to read **words** that end with –*s* and –*es* in my reading.
	• Split two syllable words into the separate syllables to support blending for reading, e.g. *jumping, pocket, longer, boxes*.	• I will be able to chunk **words** up (into syllables) to help me to blend them.
	• Read the contraction *I'm*.	• I will be able to read *I'm* in my reading.
	• Develop fluency, accuracy and confidence by re-reading books.	• I will be able to get better at reading, by reading the same book again and again.
Developing pleasure in reading and motivation to read	• When prompted through questioning, relates texts to own experiences, e.g. *Have you ever been to the beach?*	• I will be able to tell you about things I have done when I read about them in books, e.g. *Have I ever been to the beach?*
	• Recognise and join in with language patterns and repetition during class story times.	• I will be able to join in with patterns in **words** and repeated **words** when we are listening to whole class stories.
	• Orally retell stories using props and pictures.	• I will be able to tell stories out loud using props and pictures.
	• Enjoy and recite simple rhymes and poems.	• I will be able to enjoy and say rhymes and poems from memory.
	• Make personal reading choices, e.g. from the class library.	• I will be able to choose books that interest me e.g. **from** the class library.

Children's Targets for Reading
Year 1 Targets 1

Understanding books which they can read themselves and those which are read to them	• Discuss key vocabulary, linking meanings of new words to those already known.	• I will be able to talk about important **words** and use **words** that I already know to help me read the new ones.
	• Activate prior knowledge e.g. *what do you know about minibeasts?*	• I will be able to talk about what I already know when I am reading information.
	• Recognise when a text does not make sense while reading.	• I will be able to tell when my reading is not making sense.
	• Develop and demonstrate their understanding of characters through role play and drama.	• I will be able to show how I understand characters when I work in role play or do drama activities.
	• Give opinions about books, stories and poems.	• I will be able to tell you what I think about books, stories and poems.
	• Demonstrate understanding of texts by answering questions related to who, what, where and when.	• I will be able to answer questions about who, what, where and when to show how I understand books.
	• Discuss the main events in stories.	• I will be able to talk about the main events in stories.
	• Make predictions based on what has been read so far.	• I will be able to tell you what I think might happen next, using what has happened so far to help me.
	• Identify the main characters in stories.	• I will be able to tell you who the main characters are in stories.
	• Recall information from non-fiction texts, e.g. *by saying something they have found out.*	• I will be able to remember things I have found out in non-fiction books.
	• Locate parts of text by naming or labelling e.g. *titles, contents page and labelled diagram.*	• I will be able to name or find different parts of a book e.g. *titles, contents pages, labelled diagrams.*
Participating in discussion	• In discussions about books, listen to what others say, responding by nodding or maintaining eye contact.	• I will be able to join in discussions about books. • I will be able to listen to what other people say. • I will be able to show people that I am listening by nodding or looking at their eyes.

Children's Targets for Reading
Year 1 Targets 2

Range:	• Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts.	Approximate Phonics Phase:	5	Year 1	
				Class:	
		Approximate Book Band:	Green / Orange	Group:	
				Date/Term:	

Dimensions	Year 1 LAP 2	Year 1 Targets 2
Word reading	• Read aloud accurately books that are consistent with their developing phonic knowledge.	• I will be able to read out loud from books which use graphemes I have learned.
	• Apply phonic knowledge and skills as the route to decode words.	• I will be able to use my phonics to work out what **words** say.
	• Respond speedily with the correct sound to grapheme for the 44 phonemes.	• I will quickly be able to tell you the phoneme for any grapheme.
	• Recognise and use the different ways of pronouncing the same grapheme; *e.g.* i in *fin* and *mind*; er in *farmer* and *her*; g in *giant* and *grand;* ear in *pearl* and *hearing*.	• I will be able to say more than one phoneme for some of the graphemes.
	• Read accurately by blending sounds in unfamiliar words.	• I will be able to use my blending to read **words** well.
	• Read common exception words, noting tricky parts (see Year 1 list below).	• I will be able to read tricky **words** and tell you which are the tricky bits.
	• Read words containing *-ing, -ed* endings.	• I will be able to read **words** that end with *-ing* or *–ed* in my reading.
	• Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. *picnic, sticker, dinner; haircut, something, flipchart.*	• I will be able to split **words** up e.g. *picnic, sticker, dinner; haircut, something, flipchart* to help me with blending longer words.
	• Read words with contractions e.g. *I'm, I'll, we'll.*	• I will be able to read *I'm I'll and we'll* in my reading.
	• Develop fluency, accuracy and confidence by re-reading books.	• I will be able to get better at reading by reading the same books again and again.
	• Read more challenging texts using phonics and common exception word recognition.	• I will be able to use my phonics and my tricky **words** to read harder books.
Developing pleasure in reading and motivation to read	• Relate texts to own experiences.	• I will be able to join in with patterns in **words** and repeated **words** when we are reading stories.
	• Recognise and join in with language patterns and repetition in stories, e.g. *fairy stories, traditional tales and stories by well-known authors.*	• I will be able to tell stories out loud in different ways e.g. *small world, role play, storytelling.*
	• Orally retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling.*	• I will be able to enjoy and say rhymes and poems from memory. (Including traditional verse)
	• Enjoy and recite rhymes and poems including traditional verse.	• I will be able to choose books that I want to read and say why I have chosen them.
	• Make personal reading choices and give simple reasons for their selection.	• I will be able to join in with patterns in **words** and repeated **words** when we are reading stories.

Year 1 LAP 2

Children's Targets for Reading
Year 1 Targets 2

Understanding books which they can read themselves and those which are read to them	• Discuss key vocabulary, linking meanings of new words to those already known.	• I will be able to talk about important **words** and use **words** that I already know to help me read the new ones.
	• Activate prior knowledge e.g. *what do you know about minibeasts?*	• I will be able to talk about what I already know when I am reading information.
	• Recognise when a text does not make sense while reading and, with prompting, can correct.	• I will be able to tell when my reading is not making sense and can correct my own reading, but sometimes I will need an adult to remind me.
	• Develop and demonstrate their understanding of characters and events through role play and drama.	• I will be able to use role play and drama to work out what I think about characters and events.
	• Give opinions and, when prompted, support with reasons.	• I will be able to tell you what I think, and if you ask me I will be able to tell you why.
	• Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	• I will be able to answer questions about who, what, where, when, why and how to show how I understand books.
	• Identify and discuss the main events in stories using words like *first, next, after that, later on, at the end.*	• I will be able to talk about the main events in stories using **words** like *first, next, after that, later on, at the end.*
	• Make predictions based on what has been read so far and give simple reasons.	• I will be able to tell you what I think might happen next, using what has happened so far. I will also be able to tell you why I think that.
	• Identify and describe the main characters in stories. Capture simply in writing, *e.g. character profile, role on the wall.*	• I will be able to tell you who the main characters are in stories and will be able to write my ideas down e.g. *character profile, role on the wall.*
	• Discuss the title and predict what the story might be about.	• I will be able to talk about the title of a story and tell you what I think the story might be about.
	• Answer 'why' questions requiring basic inference, e.g. *Why do you think he said...? Why do you think he did that?*	• I will be able to answer 'why?' questions like *Why do you think he said...? Why do you think he did that?*
	• Recall specific information from non-fiction texts by answering simple oral questions.	• I will be able to remember things I have found out in non-fiction books and answer simple questions about them while we are talking.
	• Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.*	• I will be able to find different parts of a book like *titles, contents page and labelled diagram.*
Participating in discussion	• In discussions about books, listen to what others say and take turns to speak as directed by the teacher.	• I will be able to join in discussions about books. I will be able to listen to what other people say and I will wait until the teacher says it is my turn to speak.

Children's Targets for Reading
Year 1 Targets 3

Range:	• Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts.	Approximate Phonics Phase:	5	Year 1	
				Class:	
		Approximate Book Band:	Turquoise / Purple	Group:	
				Date/Term:	

Dimensions	Year 1 LAP 3	Year 1 Targets 3
Word reading	• Read aloud accurately books that are consistent with their developing phonic knowledge (*Letters and Sounds* Phase 5).	• I will be able to use all my phase 5 phonics to read books aloud accurately.
	• Apply phonic knowledge and skills as the route to decode words (*Letters and Sounds* Phase 5).	• I will be able to use my phase 5 phonics to work out what **words** say.
	• Respond speedily with the correct sound to grapheme for the 44 phonemes (*Letters and Sounds* Phase 5).	• I will be able to read words with different graphemes for the same phoneme e.g. *Joe hopes the toads are not in the snow*.
	• Recognise and use the different ways of pronouncing the same grapheme; e.g. c in *ice* and *cream*; ch in *chef, school* and *church*; ou in *could, found, you* and *shoulder*.	• I will be able to tell you some different phonemes for some of the graphemes and I will be able to use them to read **words** e.g. *I have read the book; I will read the book*.
	• Read accurately by blending sounds in unfamiliar words.	• I will be able to use my blending to read **words** I don't know already.
	• Read common exception words, noting tricky parts (see Year 1 list below).	• I will be able to read tricky **words** and tell you which is the tricky bit.
	• Read words containing –s, -es, -ing, -ed, -er, -est endings.	• I will be able to read **words** that end with –s, -es, -ing, -ed, -er, -est in my reading
	• Split two and three syllable words into the separate syllables to support blending for reading, e.g. *farmyard, playground, September, Saturday, internet, animal, Africa*.	• I will be able to help my blending of longer words by splitting the words into separate syllables, e.g. *farmyard, playground, September, Saturday, internet, animal, Africa*.
	• Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.	• I will be able to read **words** like *I'm, I'll, we'll* in my reading and will be able to talk about the apostrophe showing where a missing letter goes.
	• Develop fluency, accuracy and confidence by re-reading books.	• I will be able to read books really well because I will re-read them to practice and improve.
	• Read more challenging texts using phonics and common exception word recognition.	• I will be able to use my phonics and tricky **words** to read harder books.
Developing pleasure in reading and motivation to read	• Relate texts to own experiences and describe with some detail.	• I will be able to tell you details about how books match up with things I have known and done.
	• Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling*.	• I will be able to retell familiar stories using patterns and repetition when I am working in different areas e.g. *small world, role play, storytelling*.
	• Enjoy and recite rhymes and poems and express preferences.	• I will be able to enjoy and recite rhymes and poems and I will be able to tell you which I like best.
	• Make personal reading choices and give more detailed reasons for their selection.	• I will be able to choose books which I want to read and will be able to give you good reasons for why I have chosen them.

Children's Targets for Reading
Year 1 Targets 3

Understanding books which they can read themselves and those which are read to them	• Discuss key vocabulary, linking meanings of new words to those already known.	• I will be able to talk about the important **words** in my reading, linking the meanings of the new **words** to **words** I already know.
	• Activate prior knowledge of the subject e.g. *what do you know about minibeasts?*	• I will be able to talk about what I already know when I am finding out new information e.g. *what do you know about minibeasts?*
	• Check that texts make sense while reading and self-correct.	• I will be able to check that my reading is making sense and correct myself if it doesn't.
	• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	• I will be able to use the **words** from the story when I am working in role play and drama to work out what the characters and events are like.
	• Give opinions and support with reasons e.g. *I like the Little Red Hen because she...*	• I will be able to tell you what I think and back it up with why e.g. *I like the Little Red Hen because she...*
	• Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.	• I will be able to answer questions related to who, what, where, when, why and how to show my understanding of books.
	• Identify, discuss and sequence the main events in stories. Record simply, e.g. *story map.*	• I will be able to tell you about and sort out in order the main events in stories. I will be able to use e.g. *story maps* to share my ideas.
	• Make predictions based on what has been read so far and give reasons.	• I will be able to tell you what I think is going to happen next and why, using what I have read so far.
	• Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. *wanted poster, character profile.*	• I will be able to tell you about the main characters in stories and will be able to use e.g. *wanted poster, character profile* to share my ideas.
	• Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g. *The Runaway Train; Not Now Bernard!*	• I will be able to talk about the tiles of books I read myself and which are read to me. • I will be able to share my ideas about how the titles match up with what happens in the whole story.
	• Answer 'why' questions requiring basic inference, e.g. *Why do you think he said...? Why do you think he did that?*	• I will be able to answer 'why' questions where I have to use clues from the story e.g. *Why do you think he said...? Why do you think he did that?*
	• Recall specific information from non-fiction texts.	• I will be able to remember information from non-fiction texts when you ask me questions about it.
	• Use parts of text to find information, e.g. *titles, contents page and labelled diagram.*	• I will be able to use parts of the text e.g. *titles, contents page and labelled diagram* to find information.
Participating in discussion	• In discussions about texts, listen to what others say and take turns to speak.	• I will be able to join in discussions sensibly, listening to what other people say and taking turns to speak.

Children's Targets for Reading
Year 2 Targets 1

Range:	Books at an age appropriate interest level including: • Fiction e.g. traditional tales, tales from other cultures, adventure stories. • Non-fiction e.g. instructions, letters, non-chronological reports, explanations. • Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems.	Approximate Book Band:	Purple / Gold	**Year 2**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 2 LAP 1	Year 2 Targets 1
Word reading	• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.	• I will be able to read books out loud, using my phonics to help me sound out new **words**.
	• Re-read books to build up fluency and confidence in word reading.	• I will be able to re-read some books to improve my 'speedy reading' and become more confident.
	• Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.	• I will be able to read **words** I meet all the time quickly and smoothly, without needing to use my phonics.
	• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, e.g. ow in *clown* and *willow*.	• I will be able to read by blending the sounds in a **word**, knowing that some graphemes can make different sounds.
	• Read words containing common suffixes e.g. *-ing, -ed, -er, -est, -y*.	• I will be able to read **words** with the **suffix**, *-ing, -ed, -er, -est,* and *–y* in my reading.
	• Read further common exception words, noting tricky parts (see Year 2 list below).	• I will be able to read tricky words from the Y2 list.
Developing pleasure in reading and motivation to read	• Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group.	• I will be able to talk in a small group about what happens in a story, and use pictures or objects to help me put the different parts in order.
	• Orally retell simple stories, fairy tales and traditional tales as part of a group.	• I will be able to retell a story as part of a group.
	• Recognise the use of repetitive language within a simple story.	• I will be able to spot key **words** or phrases that are used over and over again in a story.
	• Learn and recite a poem.	• I will be able to learn a poem by heart and retell it.
	• Make personal reading choices and provide recommendations to others.	• I will be able to choose books and recommend books to my friends.

Children's Targets for Reading
Year 2 Targets 1

Understanding books which they can read themselves and those which are read to them	• Choose favourite words and phrases from a text.	• I will be able to choose my favourite **words** and phrases from a text.
	• Identify unfamiliar words within the context of a text and discuss meanings as a group.	• I will be able to spot new **words** in a text and discuss as part of a group, what they could mean.
	• Take note of punctuation when reading e.g. *pausing at full stops, question marks and exclamation marks.*	• I will be able to take notice of **punctuation** when I am reading e.g. *pausing at full stops, question marks and exclamation marks.*
	• Pose and orally rehearse questions prior to reading non-fiction texts.	• I will be able to think about and ask **questions** about a subject/topic, before I read a non-fiction text.
	• Recognise when a text does not make sense while reading.	• I will be able to detect when a text does not make sense as I am reading.
	• Demonstrate understanding of fiction and non-fiction texts by orally asking and answering *who, what, where, when, why, how* questions.	• I will be able to ask and answer *who, what, where, when, why, how* **questions** in discussion, to show that I understand fiction and non-fiction texts.
	• Discuss their understanding of a text and give opinions e.g. *I wouldn't like to live next door to those noisy pirates!*	• I will be able to discuss my understanding of a text and say what I think.
	• Develop and demonstrate their understanding of characters through role play and drama, e.g. hot seating, magic mirror, magic microphone.	• I will be able to use role play and drama to develop and show my understanding of characters in a story.
	• Draw inferences about characters from the text e.g. *what is the character thinking, saying and feeling?*	• I will be able to use clues in the text to work out more information about the characters.
	• Make predictions based on what has been read so far and give reasons.	• I will be able to say what I think might happen next and why, based on what has happened so far.
	• Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.*	• I will be able to point out how information is organised within a non-fiction text.
Participating in discussion	• Make contributions to discussions about texts in different group situations, e.g. *pairs, guided groups.*	• I will be able to take part in discussions about texts in different groups.
	• In discussions about books, listen to contributions from others and give simple responses, e.g. *I agree because..., I disagree because...*	• I will be able to take part in discussions about books, listen to the comments of others and agree or disagree with reasons.

Year 2 LAP 1

Children's Targets for Reading
Year 2 Targets 2

Range:	Books at an age appropriate interest level including: • Fiction e.g. traditional tales, tales from other cultures, adventure stories. • Non-fiction e.g. instructions, letters, non-chronological reports, explanations. • Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems.	**Approximate Book Band:**	Gold / White	**Year 2**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 2 LAP 2	Year 2 Targets 2
Word reading	• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically.	• I will be able to read books out loud, using my phonics automatically to help me sound out new **words**.
	• Re-read books to build up fluency and confidence in word reading.	• I will be able to re-read some books to improve my 'speedy reading' and become more confident.
	• Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.	• I will be able to read **words** I meet all the time quickly and smoothly, without sound talking each word.
	• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.	• I will be able to read by blending the sounds in a word, spotting where some graphemes can make different sounds.
	• Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. ea in *treated* and *heading*; c in *carrot* and *recently*.	• I will be able to read **words** of two or more syllables, knowing that some graphemes can make different sounds.
	• Read words containing common suffixes e.g. –ness, -ment, -ful, -ly.	• I will be able to read **words** with the **suffix**, *-ness, -ment, -ful,* and *-ly* in my reading.
	• Read further common exception words, noting tricky parts (see Year 2 list below).	• **I will be able to read more tricky words**.
Developing pleasure in reading and motivation to read	• Discuss and sequence the main events in stories.	• I will be able to talk about what happens in a story and put the different parts in order.
	• Using their own story map, orally retell stories, fairy tales and traditional tales.	• I will be able to use my own story map to retell a story.
	• Recognise the use of repetitive language within a poem.	• I will be able to spot key **words** or phrases that are used over and over again in a poem.
	• Learn and recite a range of poems.	• I will be able to learn by heart and retell a number of poems.
	• Begin to develop and talk about personal reading preferences for particular authors or types of books.	• I will be able to start talking about my favourite books and authors.

Children's Targets for Reading
Year 2 Targets 2

Understanding books which they can read themselves and those which are read to them	• Identify and discuss favourite words and phrases from a text.	• I will be able to spot new **words** within a text and link their meaning to **words** I already know.
	• Identify and discuss words within the context of a text, linking new meanings to known vocabulary, e.g. *a toad is similar to a frog.*	• I will be able to use **punctuation** to help me read out loud e.g. *pausing at commas which separate items in a list.*
	• Take note of punctuation when reading aloud, e.g. *pausing at commas which separate items in a list.*	• I will be able to think about, ask and write down **questions** about a subject/topic, before I read a non-fiction text.
	• Pose, orally rehearse and write questions prior to reading non-fiction.	• I will be able to detect when a text does not make sense as I am reading, and with help, can correct it.
	• Recognise when a text does not make sense while reading and, with prompting, can correct.	• I will be able to ask and answer *who, what, where, when, why, how* **questions**, in discussion and in writing, to show that I understand fiction and non-fiction texts.
	• Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, *who, what, where, when, why, how* questions.	• I will be able to discuss my understanding of a text, offer explanations and say what I think.
	• Explain and discuss their understanding of a text, giving opinions e.g. *I think Dougal should stay in Atlantis because he will not have to do his boring job anymore.*	• I will be able to use role play and drama to develop and show my understanding of characters and events in a story.
	• Develop and demonstrate their understanding of characters and events through role play and drama, e.g. *improvisation, freeze frames and thought tracking.*	• I will be able to use clues in the text to work out more information about the characters and events.
	• Draw inferences about characters and events from the text e.g. *why do you think that happened; how do you think the problem will be resolved?*	• I will be able to say what I think might happen next and why, based on what has happened so far.
	• Make predictions based on what has been read so far and give reasons.	• I will be able to find information from a non-fiction text using the contents page, index, labelled diagrams and charts.
	• Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts.	• I will be able to use **punctuation** to help me read out loud e.g. *pausing at commas which separate items in a list.*
Participating in discussion	• Make thoughtful contributions to discussions about texts in different group situations, e.g. *pairs, guided groups, whole class.*	• I will be able to take part in different group discussions, making thoughtful comments about texts.
	• In discussing books, consider other points of view put forward by the teacher and/or peers.	• I will be able to take part in discussions about books and consider other points of view.

Year 2 LAP 2

Children's Targets for Reading
Year 2 Targets 3

Range:	Books at an age appropriate interest level including: • Fiction e.g. *traditional tales, tales from other cultures, adventure stories.* • Non-fiction e.g. *instructions, letters, non-chronological reports, explanations.* • Poetry e.g. *classic poems, poems on a theme, riddles, rhyming poems.*	**Approximate Book Band:**	Gold / White	**Year 2**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 2 LAP 3	Year 2 Targets 3
Word reading	• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	• I will be able to read books out loud, using my phonics automatically to help me sound out new **words** and without pausing for too long.
	• Re-read books to build up fluency and confidence in word reading.	• I will be able to re-read some books to improve my 'speedy reading' and become more confident.
	• Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.	• I will be able to read **words** I meet all the time quickly and smoothly, without needing to use my phonics.
	• Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme e.g. ou in *shoulder, roundabout, grouping.*	• I will automatically be able to read **words** of two or more syllables, knowing that some graphemes can make different sounds.
	• Read longer and less familiar texts independently.	• I will be able to read longer and new texts by myself.
	• Read words containing common suffixes e.g. *–ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.*	• I will be able to read **words** with the **suffix**, *-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est,* and *–y* in my reading.
	• Read further common exception words, noting tricky parts (see Year 2 list below).	• I will be able to read more words from the Y2 list.
Developing pleasure in reading and motivation to read	• Discuss the main events in stories and sequence using language such as *First of all..., Moments later..., After a while..., Finally....*	• I will be able to talk about what happens in a story and put the different parts in order, using words like *First of all..., Moments later..., After a while..., Finally....*
	• Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences.	• I will be able to use my own story maps to retell a number of stories to different audiences.
	• Recognise the use of repetitive language within a text or poem (e.g. *run, run as fast as you can*) and across texts (*e.g. long, long ago in a land far away...*).	• I will be able to spot key **words** or phrases that are used over and over again in the same story or poem, and in different stories or poems.
	• Learn and recite a range of poems using appropriate intonation.	• I will be able to learn by heart and retell a number of poems, using my voice for expression.
	• Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure.	• I will be able to show I am enthusiastic about particular books or authors, choosing to read them in my own time.

Children's Targets for Reading
Year 2 Targets 3

Understanding books which they can read themselves and those which are read to them	• Identify, discuss and collect favourite words and phrases, e.g. *make lists of words according to word class (nouns, verbs, adjectives and adverbs).*	• I will be able to choose and talk about my favourite **words** and phrases from a text and organise them into different lists.
	• Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.*	• I will be able to spot new words in a text and discuss what they mean. I will be able to link them to other words that have the same root word.
	• Take note of punctuation by using tone and intonation when reading aloud, e.g. *pausing at full stops, changing voice in response to an exclamation mark and question mark.*	• I will be able to use **punctuation** to help me change my voice when reading out loud.
	• Activate prior knowledge, raise questions, and find and note answers e.g. *What do we know? What do we want to know? What have we learned?*	• I will be able to think about what I already know about a topic, ask **questions** that I would like to find out, and record my answers as I find them.
	• Check that texts make sense while reading and self-correct.	• I will be able to detect when a text does not make sense as I am reading and correct it myself.
	• Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, *who, what, where, when, why, how* questions.	• I will be able to ask and answer *who, what, where, when, why, how* **questions**, in discussion and in writing, to show that I understand fiction and non-fiction texts.
	• Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because...*	• I will be able to discuss my understanding of a text, offer explanations, give opinions and support with reasons.
	• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	• I will be able to use role play and drama to develop and show my understanding of characters and events in a story, using some of the key **words** and phrases from the text.
	• Draw inferences about characters and events referring to specific evidence from the text e.g. *what do you think the character is feeling when...? What makes you think this?*	• I will be able to use clues from particular sections of the text to work out more information about the characters and events.
	• Make predictions based on what has been read so far and give reasons.	• I will be able to say what I think might happen next and why, based on what has happened so far.
	• Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams and charts.	• I will be able to find answers to particular **questions** from a number of non-fiction texts, using the contents page, index, labelled diagrams and charts.
Participating in discussion	• Make extended contributions to discussions about a range of text types.	• I will be able to make detailed comments in discussions about lots of different text types.
	• Join in with group discussions linked to reading, considering and responding to contributions from others.	• I will be able to join in group discussions about reading, listen to comments from others and put forward my own.

Children's Targets for Reading
Year 3 Targets 1

Range:	Books at an age appropriate interest level including: • Fiction e.g. *fables, fairy tales, folk tales, mystery and adventure, play scripts.* • Non-fiction e.g. *recounts, diaries, non-chronological reports, persuasion.* • Poetry e.g. *classic poetry, shape poems, calligrams, poems on a theme.*	Approximate Book Band:	White / Lime	**Year 3**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 3 LAP 1	Year 3 Targets 1
Word reading	• Use knowledge of root words to understand meanings of words, e.g. *forget, forgetting; begin, beginner; garden, gardening, gardener; prefer, preferred.*	• I will be able to understand the meanings of **words** by finding the root **word** first then using the **suffix** to make the meaning clear.
	• Use prefixes to understand meanings e.g. un-, dis-, mis (meaning 'not'): *unacceptable, unlock, unbelievable; disappoint, disagree, disappear, disobey; misbehave, mislead, misspell.*	• I will be able to use **prefixes** to help me to understand the meanings of **words.**
	• Use suffixes to understand meanings e.g. -ly (meaning 'in this way'): *sadly, finally, completely.*	• I will be able to use **suffixes** to help me to understand the meanings of **words.**
	• Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	• I will be able to read and understand some of the **words** from the Year 3 list.
Pleasure	• Identify the main events from a story in sequence by saying what happened at each stage, e.g. *first of all..., later on..., after that..., eventually..., finally...* etc.	• I will be able to identify the main events in a story and put them in order using **words** and phrases such as *first of all..., later on..., after that..., eventually...* and *finally...*
	• Orally retell stories including all main events in sequence.	• I will be able to orally retell stories, with all the main events in the correct order.
	• Discuss morals in fables, e.g. *The Hare and the Tortoise, The Fox and the Crow, The Lion and the Mouse.*	• I will be able to discuss morals in fables.
	• Identify and discuss conventions of fables e.g. *animals which behave like humans, a lesson learnt, one or two characters only.*	• I will be able to identify and discuss the main features of fables.
	• Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance.	• I will be able to mark and make notes on a poem to help me to read it aloud.
Understanding	• Choose favourite words and phrases from a range of texts.	• I will be able to choose my favourite **words** and **phrases** from texts I read and those which are read to me.
	• Identify unfamiliar words and discuss possible meanings.	• I will be able to identify **words** which I have not met before and discuss what they could mean.
	• Use the first two letters to locate words in a dictionary.	• I will be able to look words up in a dictionary using the first two letters of the **word** to help me to find it.
	• Use expression when reading aloud.	• I will be able to read aloud using expression.
	• Take note of punctuation by using tone and intonation when reading aloud, e.g. *pausing at full stops, changing voice in response to an exclamation mark and question mark.*	• I will be able to use **punctuation** to help me understand the text and to read aloud with expression.

Children's Targets for Reading
Year 3 Targets 1

Understanding Contd.	• Discuss their understanding of the text using tentative language, e.g. *Perhaps..., I am interested by...*	• I will be able to discuss my understanding of the text using words like *Perhaps..., I am interested by...*
	• Raise own questions during the reading process to deepen understanding e.g. *What did he do..., What did he think when...?*	• I will be able to ask questions, whilst I am reading, to explore my own understanding.
	• Draw inferences around characters actions, e.g. *Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?*	• I will be able to use clues in the text to work out more information about the things that characters do.
	• Make predictions based on details stated.	• I will be able to say what I think might happen next, using details from the text to help me.
	• Respond to a statement using true or false; give simple reasons, drawing on the text, e.g. *The Snow Queen is an evil character – true or false?*	• I will be able to give simple reasons, using the text to help me, about whether I agree or disagree with statements my teacher gives me.
	• Discuss the purpose of paragraphs in non-fiction texts, e.g. *non-chronological reports, biographies, persuasive letters.*	• I will be able to talk about how paragraphs are used in a range of non-fiction texts.
	• Analyse texts looking at structure and presentation e.g. *persuasive letters and leaflets, shape poems and calligrams.*	• I will be able to talk about the layout of different texts, how they are organised and what they look like.
Non-fiction information retrieval	• Activate prior knowledge and prepare for research by creating a mind map, or concept map, of what is already known about the subject.	• I will be able to record what I already know by making a mind map, in order to help me prepare for research.
	• Identify how specific information is organised within a non-fiction text e.g. *sub headings, bullet points, glossaries, diagrams.*	• I will be able to identify how a non-fiction text is organised.
	• Use a title, cover and blurb to determine whether a book will provide relevant information for research.	• I will be able to decide whether a particular book will be useful for finding information by checking the title, cover and blurb.
	• Locate features of information texts in print and on screen, e.g. *contents, index, page numbers, hyperlinks and icons.*	• I will be able to find different features of information texts, both in books and on the screen.
	• Record information from non-fiction texts. Complete charts using key words, phrases or sentences.	• I will be able to read non-fiction texts and make notes in charts using key **words, phrases** or **sentences.**
Discussion	• Participate in discussion about what is read to them and books they have read independently, e.g. *answering questions, and making relevant comments.*	• I will be able to join in discussions about books I have read or which have been read to me.
	• Develop and agree on rules for effective discussion, taking turns and listening to what others say.	• I will be able to work with others to agree on rules for discussion including taking turns and listening carefully to what other people say.
	• Discuss and follow simple rules for discussion.	• I will be able to follow the rules for discussion.
	• Make contributions in group situations e.g. *pairs and guided groups.*	• I will be able to join in discussions in pairs and small groups.

Children's Targets for Reading
Year 3 Targets 2

Range:	Books at an age appropriate interest level including: • Fiction e.g. *fables, fairy tales, folk tales, mystery and adventure, play scripts.* • Non-fiction e.g. *recounts, diaries, non-chronological reports, persuasion.* • Poetry e.g. *classic poetry, shape poems, calligrams, poems on a theme.*	**Approximate Book Band:**	Lime / Brown	**Year 3**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 3 LAP 2	Year 3 Targets 2
Word Reading	• Use knowledge of root words to understand meanings of words, e.g. ***limit,*** *limiting, limited, limitation.*	• I will be able to find and use a root **word** to help me to understand the meaning of a word.
	• Use prefixes to understand meanings e.g. re- (meaning 'again' or 'back'), pre- (meaning 'before') *refresh, redecorate, reappear; preschool, prepay, prehistoric.*	• I will be able to spot **prefixes** and use my understanding of them to help me to work out the meaning of **words**.
	• Use suffixes to understand meanings e.g. –ly (meaning 'in this way'): *energetically, frantically, gently, nobly, comically.*	• I will be able to spot **suffixes** and use my understanding of them to help me to work out the meaning of **words**.
	• Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	• I will be able to read and understand a selection of **words** from the Year 3 list.
Pleasure	• Identify and record the main events of a story in sequence, e.g. story map, story board. Use to retell.	• I will be able to retell a story in the correct sequence, using a story map or story board to help me.
	• Orally retell stories including detail and vocabulary from the text to engage the listener.	• I will be able to orally retell stories using words and phrases from the text to engage my listeners.
	• Discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, rich and poor.*	• I will be able to talk about themes in fairy tales and folk tales such as *good over evil, weak and strong, wise and foolish, rich and poor.*
	• Discuss conventions of fairy tales or folk tales, introduced by the teacher e.g. *magical sentence, a wish, a spell or a chant, repeated several times.*	• I will be able to discuss the features of fairy tales and folk tales which my teacher has pointed out e.g. *magical sentence, a wish, a spell or a chant, repeated several times.*
	• Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance.	• I will be able to prepare a poem or play script for rehearsal and performance by adding notes and colour highlighting.
Understanding	• Identify and discuss favourite words and phrases which capture the reader's interest and imagination.	• I will be able to point out and discuss **words** and **phrases** which I particularly like and which I feel would capture readers' interest and imagination.
	• Work out the meaning of unfamiliar words by using the context.	• I will be able to use the context to help me to work out the meanings of **words** I have not met before**.**
	• Use dictionaries (first two letters) to check meanings of words they have read and identify the *appropriate* definition in relation to the context of the text.	• I will be able to find a **word** in a dictionary using the first two letters. I will be able to choose the best definition when I check the word's meaning, thinking about the context of the text.
	• Use appropriate intonation and expression when reading aloud.	• I will be able to read aloud, changing my tone of voice and using expression to help to make my meaning clear.
	• Take note of punctuation when reading aloud, e.g. *show a rising inflection in response to a question mark.*	• I will be able to use **punctuation** when reading aloud, so that my reading makes better sense to my audience.
	• Discuss their understanding of the text using tentative language, e.g. *I am puzzled by..., I'd like to know if..., I'm not sure but...*	• I will be able to share my ideas about texts using language that shows we may not all have the same ideas e.g. *I am puzzled by..., I'd like to know if..., I'm not sure but...*

Children's Targets for Reading
Year 3 Targets 2

Understanding Contd.	• Raise own questions during the reading process to deepen understanding e.g. *Why did..., How did...? What happened when...?*	• I will be able to use my own questioning skills to explore and deepen my understanding whilst I am reading, e.g. *Why did..., How did...? What happened when...?*
	• Draw inferences around characters thoughts, feelings and actions.	• I will be able to use clues in the text to work out characters' thoughts, feelings and reasons for actions.
	• Make plausible predictions based on details stated.	• I will be able to make predictions that are based on the information in the text.
	• Provide evidence to support a statement provided by the teacher, e.g. *The Iron Man is a mysterious character. What evidence is there to support this point?*	• I will be able to provide evidence to support teachers' statements about texts e.g. *The Iron Man is a mysterious character. What evidence is there to support this point?*
	• Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph, e.g. *discussion texts, information texts.*	• I will be able to talk about what each **paragraph** is for within a non-fiction text, and identify the key idea in each **paragraph**.
	• Analyse texts looking at language, structure and presentation e.g. *poems on a theme, discussion texts*.	• I will be able to look closely at different texts and talk about the words, layout and how they are presented.
Non-fiction information retrieval	• Prepare for research by identifying what is already known and generate possible questions about the subject.	• I will be able to identify what I already know about a subject and prepare further questions to research.
	• Describe how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.	• I will be able to describe the features of non-fiction texts e.g. *text boxes, contents, bullet points, glossaries, diagrams*.
	• Use the title and contents page to appraise whether a book will provide relevant information for research.	• I will be able to use the title and contents page of a book to work out whether it will be useful for my research.
	• Locate features of information texts in print and on screen, e.g. *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus*.	• I will be able to find and label the features used to organise information in texts (including those on the screen) e.g. *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus*.
	• Record information from non-fiction texts by making simple notes e.g. *key words and phrases, page references and headings, and use these in subsequent writing.*	• I will be able to make simple notes e.g. *key words and phrases, page references and headings* to record information from non-fiction texts. I will be able to use these in my writing later.
Discussion	• Participate in discussion about what is read to them and books they have read independently, e.g. *generating, asking and answering questions, making comments using tentative language.*	• I will be able to join in a group discussion about books which have been read to me and those which I have read myself. I will be able to generate, ask and answer questions.
	• Consider and choose from a selection of rules for effective discussion provided by the teacher.	• I will be able to think about rules for effective discussion which my teacher has made, and to choose the best ones for use in the classroom.
	• Make and respond to contributions in group situations e.g *pairs and guided groups.*	• I will be able to take part in discussions whilst working in different-sized groups.

Children's Targets for Reading
Year 3 Targets 3

Range:	Books at an age appropriate interest level including: • Fiction e.g. *fables, fairy tales, folk tales, mystery and adventure, play scripts.* • Non-fiction e.g. *recounts, diaries, non-chronological reports, persuasion.* • Poetry e.g. *classic poetry, shape poems, calligrams, poems on a theme.*	**Approximate Book Band:**	Brown	**Year 3**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 3 LAP 3	Year 3 Targets 3
Word Reading	• Use knowledge of root words to understand meanings of words, e.g. *base, basic, basically; drama, dramatic, dramatically.*	• I will be able to find and use a root **word** to help me to understand the meaning of a word.
	• Use prefixes to understand meanings e.g. in-, im- (meaning 'not'): *incorrect, inactive, inappropriate; impossible, immature, impolite.*	• I will be able to spot **prefixes** and use my understanding of them to help me to work out the meaning of **words**.
	• Use suffixes to understand meanings e.g. –ous (meaning 'full of'): *mountainous, humorous, poisonous, dangerous, courageous.*	• I will be able to spot **suffixes** and use my understanding of them to help me to work out the meaning of **words**.
	• Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	• I will be able to read and understand all the **words** from the Year 3 list.
Pleasure	• Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions.	• I will be able to sequence the events in stories, making notes about them or sketching pictures of my ideas. I will be able to use these to help me orally retell and share ideas about the main events.
	• Orally retell stories, engaging the listener through eye contact, expression and gesture.	• I will be able to orally retell stories, engaging my reader through eye contact, expression and actions.
	• Identify and discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*	• I will be able to identify and discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*
	• Identify and discuss conventions of fairy tales and folk tales e.g. *numbers three and seven in fairy tales, characters **who** speak in riddles, rhymes or old-fashioned English.*	• I will be able to identify and discuss features in fairy tales and folk tales e.g. *numbers three and seven in fairy tales, characters which speak in riddles, rhymes or old-fashioned English.*
	• Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.	• I will be able to read aloud poems and play scripts which I have prepared, showing my understanding through my tone of voice, volume and actions.
Understanding	• Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination.	• I will be able to identify and collect my favourite **words** and **phrases**. I will be able to explain why they interest me and talk about what they make me imagine.
	• Explain the meaning of unfamiliar words by using the context.	• I will be able to use the context in order to explain the meaning of **words** I have not met before.
	• Use dictionaries (first two letters) to check meanings of words they have read, identifying the *appropriate* definition and explaining its use in relation to the context of the text.	• I will be able to find a **word** in a dictionary using the first two letters and choose the best definition, taking into account the context of the text. I will be able to explain how it is used within the text.
	• Use appropriate intonation, tone and volume when reading aloud.	• I will be able to read aloud, making my meaning clear by changing my tone of voice, expression and volume.
	• Take note of punctuation when reading aloud, e.g. *changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.*	• I will be able to use **punctuation** to help make my meaning clear when reading aloud.

Children's Targets for Reading
Year 3 Targets 3

Understanding Contd.	• Discuss their understanding of the text using tentative language, e.g. *At first I thought...but now..., I was wondering whether..., Does anyone else think that...?*	• I will be able to share my ideas about texts using language that shows I am sometimes unsure e.g. *I am puzzled by..., I'd like to know if..., I'm not sure but...*
	• Raise own questions during the reading process to deepen understanding e.g. *Why did the character..., What might happen if she..., How did he know about...?*	• I will be able to use my own questioning skills to explore and deepen my understanding whilst I am reading, e.g. *Why did the character..., What might happen if she..., How did he know about...?*
	• Draw inferences around **characters**' thoughts, feelings and actions, and justify with evidence from the text.	• I will be able to use clues in the text to work out characters' thoughts, feelings and reasons for actions. I will be able to use evidence from the text to support my opinions.
	• Make predictions based on details stated, giving reasons.	• I will be able to make predictions that are based on the information in the text and explain my reasons.
	• Justify responses to the text using the PE prompt (Point + Evidence).	• I will be able to explain my ideas using the PE (Point +Evidence) prompt to help me.
	• Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. *explanations, information texts.*	• I will be able to identify the key idea of paragraphs in non-fiction texts and label them.
	• Analyse and evaluate texts looking at language, structure and presentation e.g. *play scripts, classic poetry, explanations.*	• I will be able to look closely at different texts and talk about the words, layout and how they are presented. I will be able to comment on how effective the text is.
Non-fiction information retrieval	• Prepare for research by identifying what is already known about the subject, generate key questions to structure the task, e.g. *create a KWL grid.* Complete the KWL grid with answers to questions generated.	• I will be able to prepare for and carry out my own research, using a KWL grid.
	• Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossaries, diagrams.*	• I will be able to discuss how effectively information is organised in non-fiction texts considering features like *text boxes, contents, bullet points, glossaries, diagrams.*
	• Quickly appraise a text to evaluate usefulness.	• I will be able to decide quickly whether a non-fiction text is going to be useful.
	• Navigate texts in print and on screen using contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.	• I will be able to find my way round text in print and on screen, using various features such as *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.*
	• Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. • *flow chart, 'for' and 'against' columns.*	• I will be able to record information from a range of non-fiction texts using simple formats. I will be able to make clear notes using key **words**, **phrases** or **sentences**.
Discussion	• Participate in discussion about what is read to them and books they have read independently, e.g. *expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments.*	• I will take an active part in group discussions about books which have been read to me and books which I have read myself. I will be able to give my opinion, generate, ask and answer questions and make relevant comments.
	• Develop and agree on rules for effective discussion, taking turns and listening to what others say.	• I will be able to work with my group to make and agree rules for effective discussion.
	• Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*	• I will be able to take part in discussions about books in various situations.

Year 3 LAP 3

Children's Targets for Reading
Year 4 Targets 1

Range:	Books at an age appropriate interest level including: • Fiction e.g. *myths, fairy tales, fantasy, issues and dilemmas, play scripts.* • Non-fiction e.g. *newspapers, explanations, information, persuasion, discussion.* • Poetry e.g. *classic poetry, kenning, haiku, cinquain, poems on a theme.*	Approximate Book Band:	Brown / Grey	Year 4	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 4 LAP 1	Year 4 Targets 1
Word Reading	• Use knowledge of root words to understand meanings of words, e.g. *fame, famous, famously; surprise, surprisingly; decide, undecided, decision, indecisive; appear, reappear, disappear, appearance; favour, favourite, favourable.*	• I will be able to understand the meanings of **words** by finding the root **word** first then using either the **prefix** or **suffix** to make the meaning clear.
	• Use prefixes to understand meanings e.g. ○ ir- (meaning 'not'): *irregular, irreplaceable, irresponsible;* ○ il- (meaning 'not') *illegal; illogical.*	• I will be able to use **prefixes** to help me to understand the meanings of **words.**
	• Use suffixes to understand meanings of nouns e.g. ○ -tion (meaning 'act of' or 'state of'): *invention, description;* ○ -ssion (meaning 'act of' or 'state of'): *confession, admission.*	• I will be able to use **suffixes** to help me to understand the meanings of **nouns.**
	• Read and understand selected words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	• I will be able to read and understand some **words** from the Year 4 list.
Pleasure	• Speak confidently about texts using prompts such as: *I really liked the part when…, The scariest/funniest/saddest part was …; The part I really saw in my imagination was…*	• I will be able to speak confidently about texts using **sentence** starters to help me.
	• Prepare a poem and/or play script to perform to the class. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with expression.	• I will be able to prepare a poem and/or a play script to perform to the class with expression, using highlighting and notes to help me.
	• Orally retell myths, fairy tales and tales from other cultures, engaging the listener through eye contact, expression and gesture.	• I will be able to orally retell myths, fairy tales and stories from other cultures. I will be able to make my retelling interesting for my audience by using eye contact, expression and actions.
Understanding	• Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry/narrative texts.	• I will be able to choose, discuss and collect **words** and phrases that interest me from a range of texts.
	• Identify key vocabulary and discuss possible meanings.	• I will be able to identify key **words** and discuss what they could mean.
	• Use the first three letters to locate words in a dictionary.	• I will be able to look words up in a dictionary using the first three letters of the **word** to help me to find it.
	• Use punctuation to determine intonation and expression when reading aloud to a range of audiences, e.g. *changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.*	• I will be able to use **punctuation** to help me to read aloud with meaning and expression, to a range of audiences.
	• Make predictions from different parts of the story, based on information stated.	• I will be able to predict what might happen next in a story, using information the story has already given me.
	• Demonstrate active reading strategies and capture in reading journals e.g. *generating questions, finding answers, story shapes and charts, role on the wall.*	• I will be able to use active reading strategies and show my understanding of texts by recording in a reading journal.

Year 4 LAP 1

Children's Targets for Reading
Year 4 Targets 1

Understanding Contd.	• Identify and discuss themes introduced by the teacher e.g. *safe and dangerous, rich and poor.*	• I will be able to talk about themes introduced by my teacher.
	• Draw inferences around characters' actions and justify with evidence from the text.	• I will be able to draw inferences around characters' actions in a text and find the evidence to back up my point(s).
	• Justify responses to the text using the PE prompt. Using a **P**oint provided by the teacher, children find supporting **E**vidence (Point + Evidence).	• I will be able to find the evidence to back up a statement made by my teacher about a text
	• Identify the main idea from one paragraph and summarise orally *e.g. In narrative - The main character is alarmed because... or in a Newspaper – The event took place on... at...*	• I will be able to identify the main idea of a paragraph is about and talk about the key points.
	• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. *newspapers, classic poetry, explanations.*	• I will be able to use the language, structure and presentation of a text to help me examine the text more closely and work out what things mean.
	• Recognise different forms of poetry e.g. *limericks, riddles, calligrams, classic poems, narrative poems.*	• I will be able to recognise different types of poetry.
Non-fiction information retrieval	• Prepare for research by identifying what is already known about the subject, generate key questions to structure the task, e.g. *create a KWL grid.* Complete the KWL grid with answers to questions generated.	• I will be able to prepare for my research by thinking about what I already know about the subject and the **questions** to which I would like to find out answers.
	• Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, glossaries, diagrams, bibliographies.*	• I will be able to identify and comment on, how information is organised in a non-fiction text.
	• Quickly appraise a text to evaluate usefulness.	• I will be able to quickly comment on how useful a text is and why.
	• Scan texts in print or on screen to locate dates, numbers and names.	• I will be able to scan texts in print or on screen to find dates, numbers and names.
	• Use graphic organisers as a tool to support collection and organisation of information e.g. *spidergram, flow chart, 'for' and 'against' columns.*	• I will be able to organise information visually on a page, in a way that will help me collect facts and make the information clear to my reader.
	• Identify how paragraphs are used to organise and sequence information.	• I will be able to talk about paragraphs and how they are used to organise and sequence information.
Discussion	• Participate in discussion about what is read to them and books they have read independently, e.g. *expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments.*	• I will be able to take part in discussion about books by talking about my preferences, and sharing my opinions, questions and thoughts.
	• Evaluate rules for effective discussion which have been provided by the teacher. Agree on a selection to be used.	• I will be able to work with others to evaluate a set of rules for effective discussion provided by my teacher, and agree on a selection to use.
	• Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*	• I will be able to make and listen to the contributions of others, and respond appropriately in different group situations.

Children's Targets for Reading
Year 4 Targets 2

Range:	Books at an age appropriate interest level including: • Fiction e.g. *myths, fairy tales, fantasy, issues and dilemmas, play scripts.* • Non-fiction e.g. *newspapers, explanations, information, persuasion, discussion.* • Poetry e.g. *classic poetry, kenning, haiku, cinquain, poems on a theme.*	**Approximate Book Band:**	Grey	**Year 4**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 4 LAP 2	Year 4 Targets 2
Word Reading	• Use knowledge of root words to understand meanings of words, e.g. *strange, stranger, strangely, estranged; probable, probably, improbable; guide, misguided, guiding; answer, unanswered, answerable; centre, central, centred.*	• I will be able to understand the meanings of **words** by finding the root **word** first then using either the **prefix** or **suffix** to make the meaning clear.

	• Use prefixes to understand meanings e.g.
	  o Sub-(meaning 'under'): *subheading, submarine, submerge.*
	  o Inter- (meaning ' between'): *interact, intercity, international.*
		• I will be able to use **prefixes** to help me to understand the meanings of **words.**

	• Use suffixes to understand meanings e.g.
	  o -cian (meaning 'having a skill or art'): *musician, electrician.*
	  o -sion (meaning 'act of' or 'state of'): *decision, invasion, confusion.*
		• I will be able to use **suffixes** to help me to understand the meanings of nouns.

	• Read and understand selected words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	• I will be able to read and understand the **words** from the Year 4 list.
Pleasure	• Orally respond to texts, enthusiastically sharing their opinions. Capture some responses in writing e.g. *performing and recommending poems, completing a recommended reads chart, creating a book review board game.*	• I will be able to talk enthusiastically about texts I have read and texts read to me, sharing my opinions. I will be able to record some of my thoughts and opinions in writing.
	• Prepare a poem and/or play script to perform to another class or assembly, showing understanding through intonation, tone, volume and action. Use text marking, colour coding and annotations to support planning and rehearsal.	• I will be able to prepare a poem and/or a play script to perform to another class or assembly, showing understanding through my use of voice and gesture. I will be able to using highlighting and notes to help me plan and rehearse for this.
	• Orally retell myths, fairy tales and stories from other cultures, engaging the listener through use of eye contact, expression, gesture and props.	• I will be able to orally retell myths, fairy tales and stories from other cultures. I will be able to make my retelling interesting for my audience by using eye contact, expression, gesture (actions) and props.
Understanding	• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. *alliteration, noun phrases.*	• I will be able to choose, discuss and collect **words** and phrases that interest me from a range of texts, including poetry.
	• Work out the meaning of unfamiliar vocabulary using the context.	• I will be able to work out the meaning of new words by looking for clues in the phrases and sentences around the word.
	• Use dictionaries (first three letters) to check meanings of words they have read and identify the *appropriate* definition in relation to the context of the text.	• I will be able to look words up in a dictionary using the first three letters to help me to find it. I will be able to choose the appropriate definition to help me make sense of the sentence from the text.
	• Use punctuation to determine intonation and expression when reading aloud to a range of audiences, e.g. *pausing at the comma after a fronted adverbial.*	• I will be able to use **punctuation** to help me to read aloud with meaning and expression to a range of audiences.
	• Distinguish between information which is stated and that which is implied, e.g. *complete a sorting activity using some statements which make direct references to the text and others which contain implied information.*	• I will be able to decide whether information is stated (taken directly from the text), or whether it is implied (suggested or hinted at).

Children's Targets for Reading
Year 4 Targets 2

Understanding Contd.	• Demonstrate active reading strategies and capture in reading journals e.g. *visualisation, constructing images, relationship grids and freeze frames.*	• I will be able to use a range of active reading strategies to help me understand the text. I will be able to show my understanding by recording in my reading journal.
	• Identify and discuss themes e.g. *just and unjust.*	• I will be able to identify and discuss themes.
	• Draw inferences around characters' thoughts and feelings, and justify with evidence from the text.	• I will be able to make inferences around characters' thoughts and feelings in a text and find the evidence to back up my point(s).
	• Justify responses to the text using the PE prompt. Teacher provides a piece of **E**vidence from the text for exploration and asks what **P**oint is made. (**P**oint + **E**vidence).	• I will be able to explore a range of evidence provided by the teacher and suggest a viewpoint from this using the P (point) + E (evidence) prompt.
	• Identify main ideas drawn from more than one paragraph and summarise orally e.g. *In narrative – The main character decided to leave because … with two or more reasons, or in persuasive texts – Buy this today… because…. with 1/2/3 reasons across a text.*	• I will be able to identify the main ideas from more than one paragraph and summarise the key points through discussion.
	• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. *persuasion, non-chronological reports, issues and dilemmas.*	• I will be able to use the language, structure and presentation of a text to help me examine it more closely and work out what things mean.
	• Recognise and analyse different forms of poetry e.g. *limericks, riddles, calligrams, classic poems, narrative poems.*	• I will be able to recognise and examine closely different types of poetry.
Non-fiction information retrieval	• Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focused questions.	• I will be able to prepare for my research by thinking about what I already know about the subject and forming focused questions for me to research.
	• Scan texts in print or on screen to locate dates, numbers and names, headings, lists, bullet points, captions.	• I will be able to scan texts in print or on screen to find dates, numbers, names, headings, lists, bullet points, captions.
	• Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.	• I will be able to be able to make lists and simple notes of information from the texts I have read.
	• Locate features of information texts in print and on screen.	• I will be able to identify features of information texts in print and on screen.
	• Evaluate how specific information is organised within a non-fiction text in print and on screen e.g. *text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.*	• I will be able to evaluate the way in which information is organised in non-fiction texts in print and on screen.
	• Explain how paragraphs are used to order or build up ideas.	• I will be able to explain how paragraphs are used to order and/or build up ideas.
Discussion	• Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. *building on the ideas and contributions of others and sharing personal reflections.*	• I will be able to take part in discussion about books I have read and books read to me, taking turns and listening to what others say.
	• Develop and agree on rules for effective discussion, taking turns and listening to what others say.	• I will be able to work with others to develop and agree on rules for discussion, taking turns and listening to what others say.
	• Make extended contributions by making a point and elaborating, e.g. *using an example, quoting directly from the text, making links with prior experiences of reading or real life situations.*	• I will be able to make detailed points in discussion and add further detail.

Year 4 LAP 2

Children's Targets for Reading
Year 4 Targets 3

Range:	Books at an age appropriate interest level including: • Fiction e.g. *myths, fairy tales, fantasy, issues and dilemmas, play scripts.* • Non-fiction e.g. *newspapers, explanations, information, persuasion, discussion.* • Poetry e.g. *classic poetry, kenning, haiku, cinquain, poems on a theme.*	**Approximate Book Band:**	Grey	**Year 4**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 4 LAP 3	Year 4 Targets 3
Word Reading	• Use knowledge of root words to understand meanings of words, e.g. *separate, separately, separation; image, imagine, imagination; continue, continually, continuation; inform, information, informative, informant; adore, adoringly, adoration.*	• I will be able to understand the meanings of **words** by finding the root **word** first then using either the **prefix** or **suffix** to make the meaning clear.

	• Use prefixes to understand meanings e.g.
	  o super– (meaning 'above/beyond'): *superman, supermarket;*
	  o anti– (meaning 'against'): *antiseptic, anticlockwise, antisocial*; auto– (meaning 'self' or 'own'): *autograph, autobiography.*
		• I will be able to use **prefixes** to help me to understand the meanings of **words.**

	• Use suffixes to understand meanings of nouns e.g. –ation (indicating action or state): *admiration, preparation, adoration, sensation, information.*	• I will be able to use **suffixes** to help me to understand the meanings of **nouns.**
	• Read and understand selected words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	• I will be able to read and understand the **words** from the Year 4 list.
Pleasure	• Demonstrate enthusiasm for wider reading, confidently sharing opinions about books. Capture responses in writing in a variety of ways e.g. *comparing and ranking characters, contributing to a book recommendation display.*	• I will be able to talk enthusiastically about a range of texts I have read, confidently sharing my opinions. • I will be able to record my thoughts and opinions in writing in a variety of ways.
	• Prepare a poem to perform and learn by heart. Use text marking, colour coding and annotations to support planning and rehearsal Perform the poem to an audience, showing understanding through intonation, tone, volume and action.	• I will be able to prepare a poem to perform and learn by heart, using highlighting and notes to help me plan and rehearse. • I will be able to perform the poem to an audience showing understanding through my use of voice and actions.
	• Orally retell myths, fairy stories and stories from other cultures, engaging the listener through dramatic use of voice and actions.	• I will be able to orally retell myths, fairy tales and stories from other cultures. • I will be able to make my retelling interesting for my audience by using actions and my voice for dramatic effect.
Understanding	• Identify, discuss and independently collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. *similes and metaphors.*	• I will be able to choose, discuss and collect by myself **words** and phrases that interest me from a range of texts, including poetry.
	• Explain the meaning of key vocabulary within the context of the text.	• I will be able to use clues from the text to explain the meaning of words.
	• Use dictionaries (first three letters) to check meanings of words they have read, identifying the *appropriate* definition and explaining its use in relation to the context of the text.	• I will be able to look words up in a dictionary using the first three letters of the **word** to help me to find it. I will then be able to choose the appropriate definition to help me make sense of the text.
	• Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences, e.g. *The tour guide* **announced** *'Be back here at four o'clock**!'*	• I will be able to use **punctuation** and the meaning of key words to help me to read aloud with meaning and expression to a range of audiences.
	• Make predictions based on information stated and that which is implied.	• I will be able to make predictions about what might happen next using information that is stated (taken directly from the text), or implied (suggested or hinted at).

Children's Targets for Reading
Year 4 Targets 3

Understanding Contd.	• Demonstrate active reading strategies and capture in reading journals e.g. *book talk, generating questions, refining thinking, modifying questions, feelings graph to show how characters' emotions develop, and character ranking to order most powerful to least powerful with evidence from the text.*	• I will be able to complete a wide range of activities in my reading journal to show my understanding of the texts I am reading.
	• Identify, discuss and compare themes across more than one text e.g. *origins of the earth, its people and animals.*	• I will be able to identify, discuss and compare themes across more than one text.
	• Draw inferences around characters' motives, and justify with evidence from the text.	• I will be able to make inferences around characters' motives in a text, and find the evidence to back up my point(s).
	• Justify responses to the text using the PE prompt (**P**oint + **E**vidence). Consider a *range* of **E**vidence statements, provided by the teacher, and summarise the **P**oint.	• I will be able to work within a group to consider a range of evidence statements provided by the teacher and summarise the point being made.
	• Identify main ideas drawn from more than one paragraph and summarise these orally and in writing *e.g. The character is evil because…1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*	• I will be able to identify the main ideas from more than one paragraph, summarise the key points through discussion and record in writing.
	• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. *poems with a structure, folk tales, discussion texts.*	• I will be able to use the language, structure and presentation of a text to help me examine the text more closely and work out what things mean.
	• Recognise and analyse a wider range of poetry e.g. *haiku, limericks, kennings, classic poems, narrative poems.*	• I will be able to recognise and examine closely a wider range of poetry.
Non-fiction information retrieval	• Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.	• I will be able to prepare for my research by thinking about what I already know, what I need to find out, what resources I have and where I might search.
	• Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.	• I will be able to scan texts in print or on screen to find dates, numbers, names, key words or phrases, headings, lists, bullet points, captions and key sentences.
	• Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.	• I will be able to make short notes in different ways.
	• Analyse and evaluate how specific information is organised within a non-fiction text in print and on screen e.g. *text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.*	• I will be able to analyse and evaluate how information is organised in a non-fiction text, both in print and on screen.
	• Explain how paragraphs are used to order or build up ideas, and how they are linked.	• I will be able to explain how paragraphs are used to order to build up ideas, and how paragraphs are linked.
Discussion:	• Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. *expressing preferences and giving reasons, making recommendations and challenging others courteously.*	• I will be able to take part in discussion about books I have read and books read to me, taking turns and listening to what others say. I will be able to give preferences and challenge others politely.
	• Develop, agree on, use and reflect upon rules for effective discussion.	• I will be able to work with others to develop, agree on, use and reflect on rules for effective discussion.
	• Make appropriately extended contributions and respond to others in a variety of group situations e.g. *whole class, independent reading groups, book circles.*	• I will be able to make more detailed points in discussion, adding further detail where appropriate. • I will be able to respond to the contribution of my others in a range of group situations.

Children's Targets for Reading
Year 5 Targets 1

Range:	Books at an age appropriate interest level including: • Fiction e.g. *modern fiction, myths, legends, fiction from our literary heritage and books from other cultures and traditions.* • Non-fiction e.g. *persuasive texts, magazines, discursive texts.* • Poetry e.g. *classic narrative poetry, limericks, haiku, poems with figurative language.*	**Approximate Book Band:**	Blue	**Year 5**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 5 LAP 1	Year 5 Targets 1

Word Reading	• Use knowledge of root words and suffixes to understand meanings e.g.
	  o *-ible (meaning 'capable of') – accessible, visible, terrible, audible.*
	  o *-able (meaning 'capable of') – reliable, dependable, reasonable.*
	  o *-ibly (meaning 'capable of') – legibly, incredibly, forcibly.*
	  o *-ably (meaning 'capable of') – considerably, admirably, amiably.*
		• I will be able to use my knowledge of root words and **suffixes** to understand the meanings of **words**.

	• Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	• I will be able to read and understand selected **words** from the Year 5 list.
Maintaining positive attitudes to reading	• Recommend books and poems to their peers with reasons for choices, e.g. *contribute to a 'what are you reading?' display; give short, oral recommendations in small groups.*	• I will be able to give reasons for my choices when I recommend books and poems to my peers.
	• Prepare a play script to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.	• I will be able to make my meaning clear to an audience when performing play scripts aloud. To help me with my planning and rehearsal, I will be able to prepare my script with text marking, colour coding and annotations to show intonation, volume and action.
Understanding	• Identify unfamiliar vocabulary and discuss possible meanings.	• I will be able to identify unfamiliar vocabulary and discuss possible meanings.
	• Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity, e.g. *'Let's eat Grandma.'* and *'Let's eat, Grandma.'*	• I will be able to use **punctuation** to help me with my intonation and expression when reading aloud, particularly taking note of commas.
	• Demonstrate understanding by using a range of active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.*	• I will be able to use a range of active reading strategies to demonstrate my understanding e.g. *generating questions to deepen my thinking, noting my thoughts in a reading journal.*
	• Using a piece of evidence identified by the teacher, (e.g. a section of speech, or description of a character's behaviour), draw inferences around the character's thoughts and feelings.	• I will be able to draw inferences around a character's thoughts and feelings using a piece of evidence identified by the teacher.
	• Use clues from characters' actions and speech to make plausible predictions.	• I will be able to make sensible predictions using clues from characters' actions and speech.
	• Use close reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher, e.g. *When Lucy went through the wardrobe, she knew she had entered a new land.* Discuss and capture in writing.	• I will be able to use close reading, re-reading and reading ahead to find evidence to support a statement provided by the teacher. I will be able to discuss and capture my ideas in writing.

Children's Targets for Reading
Year 5 Targets 1

Understanding Contd.	• Discuss a theme within a text, identified by the teacher e.g. *rags to riches, difference, facing fear*. Explore how the theme acts as a one word summary of the story, identifying evidence to support this.	• I will be able to discuss a theme, identified by the teacher. I will be able to explore how the theme acts as a one-**word** summary of a story and find evidence to support this.
	• Compare characters within a text, e.g. two different characters, or the same character at key points on their journey through a story. Capture in writing.	• I will be able to compare characters within a text e.g. *two different characters, or the same character at key points on their journey through a story*. I will be able to capture this comparison in writing.
	• Distinguish between statements of fact and opinion within a text e.g. *persuasion.*	• I will be able to distinguish between statements of fact and opinion within a text.
	• Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.	• I will be able to locate dates, numbers and names, key **words** and **phrases**, headings, lists, **bullet points**, captions and key **sentences** by scanning texts in print or on screen.
	• Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise.	• I will be able to identify the main idea of a **paragraph** in fiction or non-fiction, and write a statement to summarise it.
	• Answer questions and justify responses to the text using the PE prompt (Point + Evidence), e.g. *I think... I know this because the author says...*	• I will be able to use the PE (Point + Evidence) prompt to answer questions and justify responses to the text, e.g. *I think ... I know this because the author says...*
	• Analyse the conventions of different types of writing e.g. *use of rhetorical questions or alliteration in persuasive advertisements.*	• I will be able to analyse conventions of different types of writing e.g. *use of rhetorical questions or alliteration in persuasive advertisements.*
Evaluating the impact of the author's use of language	• Explore, recognise and use the term simile. Explain the effect on the reader of the authors' use of similes in fiction and poetry, e.g. *It makes me imagine..., It's the author's way of saying...*	• I will be able to recognise and use the term simile. I will be able to explain the effect on the reader of the authors' use of similes in fiction and poetry, e.g. *It makes me imagine..., It's the author's way of saying...*
Discussion and Debate	• Make active contributions to discussions about fiction and poetry, expressing opinions and preferences, and giving reasons.	• I will be able to express and give reasons for my opinions and preferences, whilst making active contributions to discussions about fiction and poetry.
	• Prepare and deliver a short oral presentation linked to fiction, e.g. *a character, author or book recommendation*, explaining their understanding of what they have read.	• I will be able to prepare and deliver a short oral presentation linked to fiction and will explain my understanding of what I have read.
	• Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion.	• I will be able to ask and answer relevant questions to deepen understanding and generate further discussion, following a presentation linked to reading.

Children's Targets for Reading
Year 5 Targets 2

Range:	Books at an age appropriate interest level including: • Fiction e.g. *modern fiction, myths, legends, fiction from our literary heritage and books from other cultures and traditions.* • Non-fiction e.g. *persuasive texts, magazines, discursive texts.* • Poetry e.g. *classic narrative poetry, limericks, haiku, poems with figurative language.*	**Approximate Book Band:**	Blue	**Year 5**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 5 LAP 2	Year 5 Targets 2

Word Reading	• Use knowledge of root words and suffixes to understand meanings e.g.
	  o *-ant (meaning 'a person who') – observant, hesitant, tolerant.*
	  o *-ance (meaning 'quality, action, state or process') – observance, hesitance, tolerance, substance.*
	  o *-ancy (meaning 'state' or 'quality') – pregnancy, buoyancy, absorbency.*
		• I will be able to understand meanings of words by using my knowledge of root **words** and **suffixes.**

	• Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	• I will be able to read and understand selected **words** from the Year 5 list.
Maintaining positive attitudes to reading	• Recommend fiction books or authors to their peers with detailed reasons for opinions, e.g. *add comments to card inserts for books in the class library or contribute to a reading blog.*	• I will be able to give detailed reasons for my opinions when I recommend fiction books or authors to my peers.
	• Prepare a poem to perform and learn by heart, e.g. *classic narrative, limerick or haiku.* Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is clear to an audience.	• I will be able to use text marking, colour coding and annotations to support my planning and rehearsal when I prepare a poem to learn by heart and perform. I will be able to use intonation, tone, volume and action to make my meaning clear to the audience, showing my own understanding.
Understanding	• Work out the meaning of unfamiliar vocabulary using the context.	• I will be able to use the context to work out the meaning of unfamiliar vocabulary.

	• Use commas to determine intonation and expression when reading aloud, e.g. *commas used to:*
	  o *demarcate clauses (including relative clauses).*
	  o *follow a fronted adverbial.*
	  o *avoid ambiguity.*
		• I will be able to use **commas** to help with intonation and expression when reading aloud, including those marking clauses, following a fronted adverbial or used to avoid **ambiguity**.

	• Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing e.g. *freeze frames and thought tracking at different points in the story, writing in role.*	• I will be able to use a range of active reading strategies, including drama, and be able to capture my thoughts in writing.
	• Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, e.g. *What might Alice's thoughts have been immediately before drinking the potion? What evidence do you have?*	• I will be able to I draw inferences around characters' thoughts and feelings from their actions and justify my inferences with evidence.

Children's Targets for Reading
Year 5 Targets 2

Understanding Contd.	• Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.	• I will be able to predict outcomes using clues from the author's descriptions of settings and characters (including actions and speech).
	• Formulate a simple hypothesis related to non-fiction (e.g. *I think this author believes aliens could exist*) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.	• I will be able to formulate a simple hypothesis related to non-fiction. I will be able to find clues to support this through close reading, re-reading and reading ahead. I will also be able to discuss and capture my ideas through text marking and annotation.
	• Discuss a theme, identified by the teacher, within a poem, e.g. *childhood, love, loyalty, betrayal*. Explore how the theme acts as a one word summary of the poem, identifying evidence to support this.	• I will be able to discuss a theme within a poem when the theme has been identified by the teacher. I will be able to discuss how the theme acts as a one **word** summary of the poem and identify evidence to support this.
	• Compare settings within and across texts.	• I will be able to compare settings within and across texts.
	• Distinguish between statements of fact and opinion within a text e.g. *magazines, information texts linked to cross curricular themes.*	• I will be able to distinguish between statements of fact and opinion within a text.
	• Scan for key information in non-fiction texts and text mark e.g. *identify words and phrases which tell you ...,* or *find three words or phrases which suggest tha ...*	• I will be able to scan for key information in non-fiction texts and text mark to record it.
	• Orally summarise the main ideas drawn from more than one paragraph in a fiction text and identify key details which support this by text marking and annotation.	• I will be able to orally summarise the main ideas drawn from more than one **paragraph** in a fiction text and identify key details which support my summary by text marking and annotation.
	• Create responses to the text using the PEE prompt (Point + Evidence +Explanation), e.g. *children are given the point and evidence and they are required to provide the explanation.*	• I will be able to use the PEE (Point + Evidence + Explanation) prompt to structure some of my responses to texts.
	• Identify how language, structure and presentation contribute to meaning in poetry, e.g. *limericks, haiku, poems on a theme.*	• I will be able to identify how language, structure and presentation contribute to meaning in poetry.
Evaluating the impact of the author's use of language	• Explore, recognise and use the terms metaphor and simile. • Explain the effect on the reader of the authors' choice of language, e.g. *It makes me imagine..., It's the author's way of saying...*	• I will be able to recognise and use the terms metaphor and simile and explain the effect of these on the reader e.g. *It makes me imagine..., It's the author's way of saying...*
Discussion and Debate	• Make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons.	• I will be able to make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons.
	• Prepare and deliver a short oral presentation linked to non-fiction, e.g. *another curriculum area.* Include a specific focus on the use of Standard English, e.g. *avoidance of informal words such as 'stuff' and 'thing'; ensuring correct subject and verb agreement when using singular and plural (was/were).*	• I will be able to prepare and deliver a short oral presentation linked to non-fiction, using Standard English, e.g. *avoiding informal words such as 'stuff' and 'thing'; using was/were correctly.*
	• Following a presentation linked to reading, prepare questions using Standard English and then submit these to the speaker for response.	• I will be able to prepare questions using Standard English and then submit these to the speaker for response, following a presentation linked to reading.

Children's Targets for Reading
Year 5 Targets 3

Range:	Books at an age appropriate interest level including: • Fiction e.g. *modern fiction, myths, legends, fiction from our literary heritage and books from other cultures and traditions.* • Non-fiction e.g. *persuasive texts, magazines, discursive texts.* • Poetry e.g. *classic narrative poetry, limericks, haiku, poems with figurative language.*	**Approximate Book Band:**	Blue	**Year 5**	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 5 LAP 3	Year 5 Targets 3
Word Reading	• Use knowledge of root words and suffixes to understand meanings e.g. o -ent *(meaning 'quality, action, state or process') – innocent, decent, frequent, confident.* o -ence *(meaning 'quality, action, state or process') – innocence, confidence, obedience, independence.* o -ency *(meaning 'quality, action, state or process') – frequency, decency, contingency, inefficiency, clemency.*	• I will be able to understand the meanings of **words** by using my knowledge of root **words** and **suffixes**.
	• Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	• I will be able to read and understand all the **words** from the Year 5 list.
Maintaining positive attitudes to reading	• Recommend non-fiction books or texts to their peers with reasons for choices, e.g. *newspaper or magazine article, information books or websites.*	• I will be able to give reasons for my choices when I recommend non-fiction books or texts to my peers, e.g. *newspaper or magazine article, information books or websites.*
	• Prepare poems to perform and learn by heart, e.g. poems with figurative language, including ones they have written themselves. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with intonation, tone, volume and action so the meaning is clear to an audience.	• I will be able to perform with intonation, volume and action poems which I have learnt by heart, so that the meaning is clear to the audience. I will be able to use text marking, colour coding and annotations to support my planning and rehearsal of the poems.
Understanding	• Explain the meaning of new vocabulary within the context of the text.	• I will be able to explain the meaning of new vocabulary within the context of the text.
	• Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression when reading aloud, e.g. *The cake was lovely – delicious in fact – so I had another slice.*	• I will be able to determine intonation and expression when reading aloud by taking note of **commas, dashes** and **brackets** e.g. *The cake was lovely – delicious in fact – so I had another slice.*
	• Demonstrate understanding by using a range of active reading strategies through book talk e.g. *stating and justifying opinions, considering the views of others and asking questions.*	• I will be able to demonstrate my understanding by using a range of active reading strategies e.g. *stating and justifying my opinions, considering the views of others and asking questions.*
	• Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. *Why did Bess pull the trigger in the poem 'The Highwayman'?*	• I will be able to draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings
	• Predict consequences using a combination of information, including that which is stated and that which is implied.	• I will be able to predict consequences using a combination of information, including that which is stated and that which is implied.

Children's Targets for Reading
Year 5 Targets 3

Understanding Contd.	• Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.	• I will be able to formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.
	• Explore and discuss themes within and across texts e.g. *select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.*	• I will be able to explore and discuss themes within and across texts e.g. *select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.*
	• Compare the viewpoints of different characters, e.g. *of the same events.*	• I will be able to compare the viewpoints of different characters, e.g. *of the same events.*
	• Distinguish between statements of fact and opinion across texts, e.g. *two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.*	• I will be able to distinguish between statements of fact and opinion across texts, e.g. *two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.*
	• Scan for key information and text mark in fiction and non-fiction e.g. *identify words and phrases which tell you the character has a hard life,* or *find three words or phrases which suggest that the author is opposed to deforestation.*	• I will be able to scan for key information and text mark in fiction and non-fiction e.g. *identify* **words** *and* **phrases** *which tell you the character has a hard life,* or *find three* **words** *or* **phrases** *which suggest that the author is opposed to deforestation.*
	• Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this.	• I will be able to summarise, orally and in writing, main ideas drawn from more than one **paragraph** and identify key details which support this.
	• Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation, e.g. *I think …(point) I know this because the author says…(evidence) This evidence shows that…(explanation).*	• I will be able to justify my opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation, e.g. *I think …(point) I know this because the author says…(evidence) This evidence shows that…(explanation).*
	• Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts e.g. *formal letter, persuasive speech, myths, legends.*	• I will be able to identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts e.g. *formal letter, persuasive speech, myths, legends.*
Evaluating the impact of the author's use of language	• Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes.	• I will be able to recognise and explain the effect of **noun phrases**, metaphors and similes when exploring imagery in fiction and poetry,
Discussion and debate	• Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, and giving reasons.	• I will be able to make active contributions to discussions about fiction, non-fiction and poetry, expressing opinions and preferences and giving reasons.
	• Prepare and deliver a short oral presentation linked to fiction and non-fiction, explaining their understanding of what they have read. Speak audibly and fluently with an increasing command of Standard English.	• I will be able to prepare for a short oral presentation linked to fiction and non-fiction, explaining my understanding of what I have read. I will be able to speak audibly and fluently with an increasing command of Standard English.
	• Using Standard English, respond to a question from an audience or group member following a presentation linked to reading.	• I will be able to respond to a question from an audience or group member using Standard English, following a presentation linked to reading.

Children's Targets for Reading
Year 6 Targets 1

Range:	Books at an age appropriate interest level including: • Fiction e.g. *modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.* • Non-fiction e.g. *biographies, explanation texts, hybrid texts, persuasive texts.* • Poetry e.g. *classic poetry, poems with imagery, poems on a theme.*	Approximate Book Band:	Red	Year 6	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 6 LAP 1	Year 6 Targets 1
Word Reading	• Work out unfamiliar words by focusing on all letters in the word, *e.g. not reading invitation for imitation.*	• I will be able to work out unfamiliar **words** by focusing on all letters in the **word**, *e.g. not reading invitation for imitation.*

	• Use suffixes to understand meanings e.g.
	  o -cious (meaning 'having' or 'full of') – *malicious, suspicious.*
	  o -tious (meaning 'having' or 'full of') – *nutritious, cautious.*
		• I will be able to use **suffixes** to understand meanings of **words**.

	• Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	• I will be able to read and understand selected **words** from the Year 6 list.
Maintaining positive attitudes to reading	• Recommend books to their peers with detailed reasons for their opinions, e.g. *contributing to reading blogs, being a reading champion working with reluctant readers.*	• I will be able to recommend books to my peers with detailed reasons for my opinions, e.g. *contributing to reading blogs, being a reading champion working with reluctant readers.*
	• Prepare a poem to perform and learn by heart e.g. *songs or poetry they have written themselves*. Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.	• I will be able to prepare a poem learn by heart and to perform using intonation, tone and volume so that meaning is clear to the audience. I will be able to use text marking, colour coding and annotations to support planning and rehearsal.
Understanding	• Identify unfamiliar vocabulary and discuss possible meanings.	• I will be able to identify unfamiliar vocabulary and discuss possible meanings.
	• Demonstrate active reading strategies through book talk e.g. *stating and justifying opinions, considering the views of others and asking questions.* Capture in reading journals.	• I will be able to demonstrate active reading strategies e.g. *stating and justifying my opinions, considering the views of others and asking questions.* I will be able to capture my ideas in reading journals.
	• Justify responses to the text using the PEE prompt (**P**oint + **E**vidence + **E**xplanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words.	• I will be able to use a point provided by the teacher and find supporting evidence (Point + Evidence). I will be able to explain using my own **words** and justify my responses to the text using the PEE prompt (**P**oint + **E**vidence + **E**xplanation).
	• Using evidence selected by the teacher (e.g. *the author's description, and from characters' actions and dialogue*), infer characters' thoughts and feelings.	• I will be able to infer characters' thoughts and feelings, using evidence selected by the teacher.
	• Use clues from characters' actions and speech to make plausible predictions.	• I will be able to make plausible predictions using clues from characters' actions and speech.
	• Formulate a simple hypothesis related to fiction (e.g. *I would not have enjoyed Dorothy's life on the farm in Kansas)* and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing.	• I will be able to formulate a simple hypothesis related to fiction and, through close reading, re-reading and reading ahead, locate clues to support this. I will be able to discuss my ideas and capture them in writing.

Children's Targets for Reading
Year 6 Targets 1

Understanding Contd.	• Compare characters within and across texts.	• I will be able to compare characters within and across texts.
	• Discuss a theme within a text, identified by the teacher e.g. *loss, friendship, survival.* Explore how the theme acts as a one word summary of the story, identifying evidence to support this.	• I will be able to discuss a theme within a text, identified by the teacher e.g. *loss, friendship, survival.* I will be able to discuss how the theme acts as a one **word** summary of the story, and identify evidence to support this.
	• Distinguish between statements of fact and opinion within a text e.g. *biography, review of a play or performance.*	• I will be able to distinguish between statements of fact and opinion within a text.
	• Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that a theme park is exciting.*	• I will be able to scan for key information e.g. *identify **words** and **phrases** which tell you the character is frustrated, or find three **words** or **phrases** which suggest that a theme park is exciting.*
	• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. Use simple abbreviations when note taking.	• I will be able to retrieve, record, make notes and present information from non-fiction. I will be able to use simple abbreviations when note taking.
	• Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument.*	• I will be able to identify how language, structure and presentation contribute to meaning.
Evaluating the impact of the author's use of language	• Explore, recognise and use the term personification. Describe its effect within a text.	• I will be able to recognise and use the term personification, describing its effect within a text.
	• Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases.	• I will be able to explain the effect on the reader of the author's choice of language and reasons why the author may have selected these **words** and **phrases**.
Discussion	• Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. *expressing opinions and preferences, and giving reasons.*	• I will be able to make active contributions to discussions about what is read to me and books I have read independently, taking turns and listening to what others say.
	• Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read.	• I will be able to prepare and deliver simple presentations, explaining and discussing my understanding of what I have read.
	• Prepare and deliver a short oral presentation linked to reading, e.g. *about a character, famous person.* Deliver to a small group, e.g. *guided reading group.*	• I will be able to prepare and deliver to a small group (e.g. *a guided reading group)* a short oral presentation linked to reading, e.g. *about a character, famous person.*
	• Respond to a question submitted by an audience/group member following a presentation linked to reading. Spend time structuring a response to the question before presenting it orally using Standard English.	• I will be able to respond to a question submitted by an audience/group member following a presentation linked to reading, having spent time structuring a response to the question before presenting it orally using Standard English.

Children's Targets for Reading
Year 6 Targets 2

Range:	Books at an age appropriate interest level including: • Fiction e.g. *modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.* • Non-fiction e.g. *biographies, explanation texts, hybrid texts, persuasive texts.* • Poetry e.g. *classic poetry, poems with imagery, poems on a theme.*	Approximate Book Band:	Red	Year 6	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 6 LAP 2	Year 6 Targets 2
Word Reading	• Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.	• I will be able to use my knowledge of root **words, prefixes** and **suffixes** to investigate how the meanings of **words** change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*
	• Use suffixes to understand meanings e.g. o *-cial* (meaning 'relating to') -official, special, artificial. o *-tial,* (meaning 'relating to') – partial, confidential, essential.	• I will be able to use **suffixes** to understand meanings e.g. o *–cial* (meaning 'relating to') -official, special, artificial; o *-tial,* (meaning 'relating to') – partial, confidential, essential
	• Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	• I will be able to read and understand selected **words** from the Year 6 list.
Maintaining positive attitudes to reading	• Recommend books to their peers with detailed reasons for their opinions, e.g. *writing recommendation card inserts for books in the library, presentations within a reading assembly.*	• I will be able to recommend books to my peers with detailed reasons for my opinions, e.g. *writing recommendation card inserts for books in the library, presentations within a reading assembly.*
	• Prepare a poem to perform and learn by heart e.g. *poems with imagery.* Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.	• I will be able to prepare a poem to perform and learn by heart. I will be able to show understanding through intonation, tone and volume so that meaning is clear to an audience. I will be able to use text marking, colour coding and annotations to support planning and rehearsal.
Understanding	• Work out the meaning of unfamiliar vocabulary using the context.	• I will be able to work out the meaning of unfamiliar vocabulary using the context.
	• Demonstrate active reading strategies through book talk e.g. *raising questions, justifying opinions and responding to different viewpoints within a group.* Capture in reading journals.	• I will be able to demonstrate active reading strategies e.g. *raising questions, justifying opinions and responding to different viewpoints within a group.* I will be able to capture my thoughts in a reading journal.
	• Justify responses to the text using the PEE prompt (**P**oint + **E**vidence + **E**xplanation). Using some evidence provided by the teacher, children identify/summarise a plausible **P**oint and provide further explanation using their own words.	• I will be able to justify my responses to text using the PEE prompt (**P**oint + **E**vidence + **E**xplanation). Using some evidence provided by the teacher, I will be able to identify/summarise a plausible **P**oint and provide further explanation using my own **words**.
	• Draw inferences around characters' thoughts and feelings, e.g. *How might Tom be feeling? What evidence supports this?*	• I will be able to draw inferences around characters' thoughts and feelings.
	• Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.	• I will be able to use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.
	• Formulate a simple hypothesis related to non-fiction (e.g. *I think this is a hybrid text with elements of instruction, explanation and persuasion)* and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.	• I will be able to formulate a simple hypothesis related to non-fiction and, through close reading, re-reading and reading ahead, locate clues to support this. I will be able to discuss and capture my ideas through text marking and annotation.

Year **6** LAP **2**

Understanding Contd.	• Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.	• I will be able to make comparisons within and across texts e.g. *similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom*.
	• Using a selection of themes provided by the teacher (e.g. *ambition, fortune, power)* identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text.	• I will be able to consider a selection of themes provided by the teacher and identify the most suitable one to act as a one **word** summary of the story. I will be able to justify my opinions using evidence from the text.
	• Distinguish between statements of fact and opinion within a text e.g. *web pages, newspapers.*	• I will be able to distinguish between statements of fact and opinion within a text.
	• Skim to gain an overall sense of the text.	• I will be able to skim to gain an overall sense of the text.
	• Retrieve, record and make notes for different purposes. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt.	• I will be able to retrieve information, record and make notes for different purposes. I will understand what is meant by 'in your own **word**s' and when it is appropriate to copy, quote and adapt.
	• Identify how language, structure and presentation contribute to meaning in poetry.	• I will be able to identify how language, structure and presentation contribute to meaning in poetry.
Evaluating the impact of the author's use of language	• Explore, recognise and use the term analogy, e.g. *Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses* or *Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.*	• I will be able to recognise and use the term analogy.
	• Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.	• I will be able to explain the effect on the reader of the author's choice of language and reasons why the author may have selected these **words**, **phrases** and techniques.
Discussion and debate	• Build on the views of others courteously, e.g. *I agree but also...; That's a thought...maybe...; Yes, and maybe...*	• I will be able to build on the views of others courteously, e.g. *I agree but also...; That's a thought...maybe...; Yes, and maybe...*
	• Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read.	• I will be able to prepare and deliver a short formal presentation, explaining and discussing my understanding of what I have read.
	• Prepare and use visual aids to support an oral presentation linked to reading, e.g. *pictures, props, ICT.*	• I will be able to prepare and use visual aids to support an oral presentation linked to reading, e.g. *pictures, props, ICT*
	• Using Standard English, respond to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.	• I will be able to use Standard English in responding to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.

Children's Targets for Reading
Year 6 Targets 3

Range:	Books at an age appropriate interest level including: • Fiction e.g. *modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.* • Non-fiction e.g. *biographies, explanation texts, hybrid texts, persuasive texts.* • Poetry e.g. *classic poetry, poems with imagery, poems on a theme.*	Approximate Book Band:	Red	Year 6	
				Class:	
				Group:	
				Date/Term:	

Dimensions	Year 6 LAP 3	Year 6 Targets 3
Word Reading	• Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*	• I will be able to use etymology to help in the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*
	• Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	• I will be able to read and understand all the **words** from the Year 6 list
Maintaining positive attitudes to reading	• Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. *recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle.*	• I will be able to recommend books to my peers, orally and in writing, with detailed reasons for my opinions.
	• Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal.	• I will be able to prepare poems and plays, and perform with dramatic effects, using text marking, colour coding and annotations to support planning and rehearsal.
Understanding texts they read independently and those which are read to them	• Explain the meaning of new vocabulary within the context of the text.	• I will be able to explain the meaning of new vocabulary within the context of the text.
	• Demonstrate active reading strategies through book talk e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.* Capture in reading journals.	• I will be able to demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.* I will be able to capture my ideas in reading journals.
	• Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.	• I will be able to justify opinions and elaborate by referring to the text e.g. *using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.*
	• Infer characters' motives from their actions, e.g. *Why did Fagin look after the boys? What evidence do you have to support this?*	• I will be able to infer characters' motives from their actions.
	• Predict consequences using a combination of information, including that which is stated and that which is implied.	• I will be able to predict consequences using a combination of information, including that which is stated and that which is implied.
	• Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.	• I will be able to formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support my understanding.
	• Compare texts written in different periods.	• I will be able to compare texts written in different periods.
	• Recognise and discuss themes within and across a range of texts e.g. *hope, family, love, homes.*	• I will be able to recognise and discuss themes within and across a range of texts.
	• Distinguish between statements of fact and opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*	• I will be able to distinguish between statements of fact and opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*
	• Use a combination of skimming, scanning and close reading across a text to locate specific detail.	• I will be able to use a combination of skimming, scanning and close reading across a text to locate specific detail.

Children's Targets for Reading
Year 6 Targets 3

Understanding texts they read independently and those which are read to them Contd.	• Using a range of non-fiction texts in print and on screen, sift through passages for relevant information and record ideas in note form that are effectively grouped and linked.	• I will be able to sift through passages of non-fiction for relevant information and record ideas in note form. I will be able to group and link my notes effectively.
	• Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*	• I will be able to analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*
Evaluating the impact of the author's use of language	• Explore, recognise and use the terms style and effect.	• I will be able to recognise and use the terms 'style' and 'effect'.
	• Explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break conventions, e.g. *one word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word.*	• I will be able to explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break conventions, e.g. *one **word sentence**; beginning **sentences** with 'and' or 'but'; repeated use of the same **word**.*
Discussion and debate	• Challenge the views of others courteously, e.g. *I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but...*	• I will be able to challenge the views of others courteously, e.g. *I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but...*
	• Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read.	• I will be able to prepare and deliver formal presentations, including for debates, explaining and discussing my understanding of what I have read.
	• Prepare and use notes to support an oral presentation, e.g. cue cards.	• I will be able to prepare and use notes to support an oral presentation, e.g. *cue cards.*
	• Use formal language (e.g. *the subjunctive; the passive voice, nominalisation*) to respond to questions generated by a presentation linked to reading and/or research, e.g. *If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion...*	• I will be able to use formal language to respond to questions generated by a presentation linked to reading and/or research.
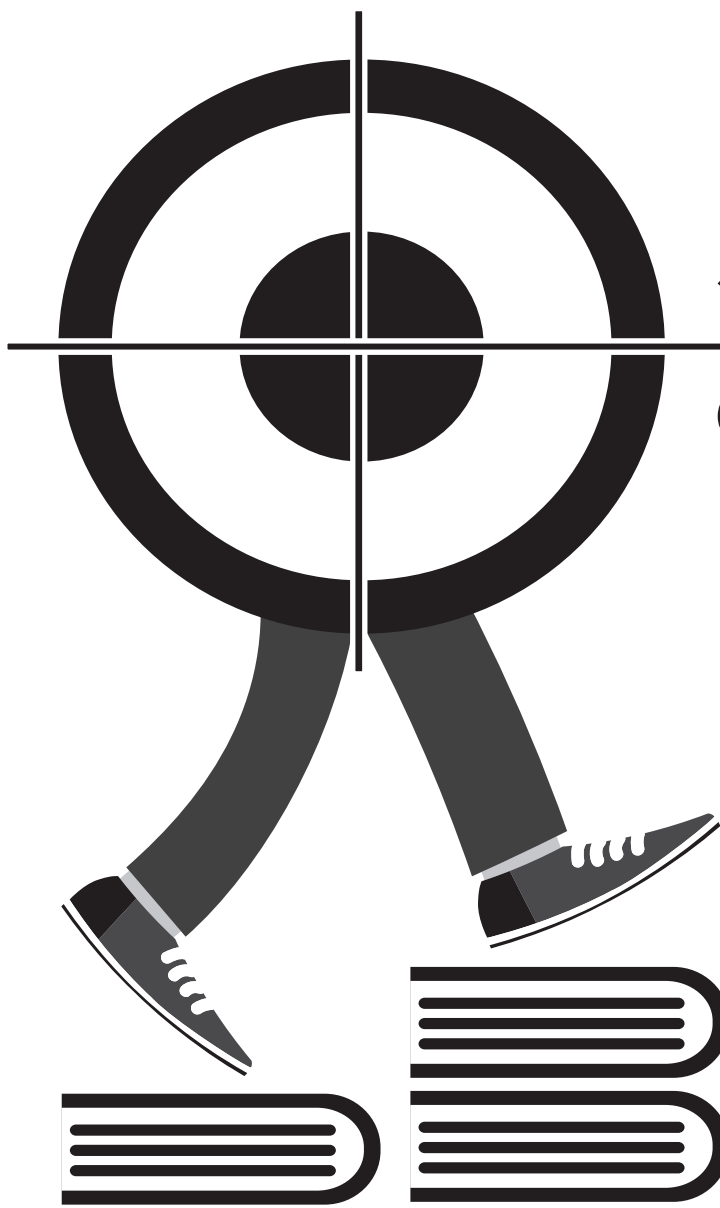
Section 2

Child Friendly Targets

Child Friendly Targets for Reading
Year 1 Targets 1

Dimensions	Year 1 Targets 1
Word reading	• I will be able to read out loud from books which use graphemes I have learned.
	• I will be able to use my phonics to work out what **words** say.
	• I will be able to tell you the phoneme for any grapheme.
	• I will be able to say more than one phoneme for some of the graphemes.
	• I will be able to use my blending skill to read new **words** well.
	• I will be able to read tricky **words** and tell you which are the tricky bits.
	• I will be able to read **words** that end with –s and –es in my reading.
	• I will be able to chunk **words** up (into syllables) to help me to blend them.
	• I will be able to read *I'm* in my reading.
Developing pleasure in reading and motivation to read	• I will be able to get better at reading, by reading the same book again and again.
	• I will be able to tell you about things I have done when I read about them in books, e.g. *Have I ever been to the beach?*
	• I will be able to join in with patterns in **words** and repeated **words** when we are listening to whole class stories.
	• I will be able to tell stories out loud using props and pictures.
	• I will be able to enjoy and say rhymes and poems from memory.
	• I will be able to choose books that interest me e.g. from the class library.
Understanding books which they can read themselves and those which are read to them	• I will be able to talk about important **words** and use **words** that I already know to help me read the new ones.
	• I will be able to talk about what I already know when I am reading information.
	• I will be able to tell when my reading is not making sense.
	• I will be able to show how I understand characters when I work in role play or do drama activities.
	• I will be able to tell you what I think about books, stories and poems.
	• I will be able to answer questions about who, what, where and when to show how I understand books.
	• I will be able to talk about the main events in stories.
	• I will be able to tell you what I think might happen next, using what has happened so far to help me.
	• I will be able to tell you who the main characters are in stories.
	• I will be able to remember things I have found out in non-fiction books.
	• I will be able to name or find different parts of a book e.g. *titles, contents pages, labelled diagrams.*
Participating in discussion	• I will be able to join in discussions about books.
	• I will be able to listen to what other people say.
	• I will be able to show people that I am listening by nodding or looking at their eyes.

Child Friendly Targets for Reading
Year 1 Targets 2

Year 1 LAP 2

Dimensions	Year 1 Targets 2
Word reading	• I will be able to read out loud from books which use graphemes I have learned.
	• I will be able to use my phonics to work out what **words** say.
	• I will quickly be able to tell you the phoneme for any grapheme.
	• I will be able to say more than one phoneme for some of the graphemes.
	• I will be able to use my blending to read **words** well.
	• I will be able to read tricky **words** and tell you which are the tricky bits.
	• I will be able to read **words** that end with *-ing* or *–ed* in my reading.
	• I will be able to split **words** up e.g. *picnic, sticker, dinner, haircut, something, flipchart* to help me with blending longer words.
	• I will be able to read *I'm I'll and we'll* in my reading.
	• I will be able to get better at reading by reading the same books again and again.
	• I will be able to use my phonics and my tricky **words** to read harder books.
Developing pleasure in reading and motivation to read	• I will be able to choose books that I want to read and say why I have chosen them.
	• I will be able to enjoy and say rhymes and poems from memory. (Including traditional verse)
	• I will be able to tell stories out loud in different ways e.g. *small world, role play, storytelling.*
	• I will be able to join in with patterns in **words** and repeated **words** when we are reading stories.
Understanding books which they can read themselves and those which are read to them	• I will be able to join in with patterns in **words** and repeated **words** when we are reading stories.
	• I will be able to talk about important **words** and use **words** that I already know to help me read the new ones.
	• I will be able to talk about what I already know when I am reading information.
	• I will be able to tell when my reading is not making sense and can correct my own reading, but sometimes I will need an adult to remind me.
	• I will be able to use role play and drama to work out what I think about characters and events.
	• I will be able to tell you what I think, and if you ask me I will be able to tell you why.
	• I will be able to answer questions about who, what, where, when, why and how to show how I understand books.
	• I will be able to talk about the main events in stories using **words** like *first, next, after that, later on, at the end.*
	• I will be able to tell you what I think might happen next, using what has happened so far. I will also be able to tell you why I think that.
	• I will be able to tell you who the main characters are in stories and will be able to write my ideas down e.g. *character profile, role on the wall.*
	• I will be able to talk about the title of a story and tell you what I think the story might be about.
Participating in discussion	• I will be able to answer 'why?' questions like *Why do you think he said…? Why do you think he did that?*
	• I will be able to remember things I have found out in non-fiction books and answer simple questions about them while we are talking.
	• I will be able to find different parts of a book like *titles, contents page and labelled diagram.*
	• I will be able to join in discussions about books. I will be able to listen to what other people say and I will wait until the teacher says it is my turn to speak.

Child Friendly Targets for Reading
Year 1 Targets 3

Dimensions	Year 1 Targets 3
Word reading	• I will be able to use all my phase 5 phonics to read books aloud accurately.
	• I will be able to use my phase 5 phonics to work out what **words** say.
	• I will be able to read words with different graphemes for the same phoneme e.g. *Joe hopes the toads are not in the snow.*
	• I will be able to tell you some different phonemes for some of the graphemes and I will be able to use them to read **words** e.g. *I have read the book; I will read the book.*
	• I will be able to use my blending to read **words** I don't know already.
	• I will be able to read tricky **words** and tell you which is the tricky bit.
	• I will be able to read **words** that end with –s, -es, -ing, -ed, -er, -est in my reading
	• I will be able to help my blending of longer words by splitting the words into separate syllables, e.g. *farmyard, playground, September, Saturday, internet, animal, Africa.*
	• I will be able to read **words** like *I'm, I'll, we'll* in my reading and will be able to talk about the apostrophe showing where a missing letter goes.
	• I will be able to read books really well because I will re-read them to practice and improve.
	• I will be able to use my phonics and tricky **words** to read harder books.
Developing pleasure in reading and motivation to read	• I will be able to tell you details about how books match up with things I have known and done.
	• I will be able to retell familiar stories using patterns and repetition when I am working in different areas e.g. *small world, role play, storytelling.*
	• I will be able to enjoy and recite rhymes and poems and I will be able to tell you which I like best.
	• I will be able to choose books which I want to read and will be able to give you good reasons for why I have chosen them.
Understanding books which they can read themselves and those which are read to them	• I will be able to talk about the important **words** in my reading, linking the meanings of the new **words** to **words** I already know.
	• I will be able to talk about what I already know when I am finding out new information e.g. *what do you know about minibeasts?*
	• I will be able to check that my reading is making sense and correct myself if it doesn't.
	• I will be able to use the **words** from the story when I am working in role play and drama to work out what the characters and events are like.
	• I will be able to tell you what I think and back it up with why e.g. *I like the Little Red Hen because she...*
	• I will be able to tell you what I think is going to happen next and why, using what I have read so far.
	• I will be able to answer questions related to who, what, where, when, why and how to show my understanding of books.
	• I will be able to tell you about and sort out in order the main events in stories. I will be able to use e.g. *story maps* to share my ideas.
	• I will be able to tell you about the main characters in stories and will be able to use e.g. *wanted poster, character profile* to share my ideas.
	• I will be able to talk about the titles of books I read myself and which are read to me. I will be able to share my ideas about how the titles match up with what happens in the whole story.
	• I will be able to answer 'why' questions where I have to use clues from the story e.g. *Why do you think he said...? Why do you think he did that?*
	• I will be able to remember information from non-fiction texts when you ask me questions about it.
Participating in discussion	• I will be able to join in discussions sensibly, listening to what other people say and taking turns to speak.
	• I will be able to use parts of the text e.g. *titles, contents page and labelled diagram* to find information.

Child Friendly Targets for Reading
Year 2 Targets 1

Dimensions	Year 2 Targets 1
Word reading	• I will be able to read books out loud, using my phonics to help me sound out new **words**.
	• I will be able to re-read some books to improve my 'speedy reading' and become more confident.
	• I will be able to read **words** I meet all the time quickly and smoothly, without needing to use my phonics.
	• I will be able to read by blending the sounds in a **word**, knowing that some graphemes can make different sounds.
	• I will be able to read **words** with the **suffix**, -ing, -ed, -er, -est, and –y in my reading.
	• I will be able to read tricky words from the Y2 list.
Developing pleasure in reading and motivation to read	• I will be able to talk in a small group about what happens in a story, and use pictures or objects to help me put the different parts in order.
	• I will be able to retell a story as part of a group.
	• I will be able to spot key **words** or phrases that are used over and over again in a story.
	• I will be able to learn a poem by heart and retell it.
	• I will be able to choose books and recommend books to my friends.
Understanding books which they can read themselves and those which are read to them	• I will be able to choose my favourite **words** and phrases from a text.
	• I will be able to spot new **words** in a text and discuss as part of a group, what they could mean.
	• I will be able to take notice of **punctuation** when I am reading e.g. *pausing at full stops, question marks and exclamation marks.*
	• I will be able to think about and ask **questions** about a subject/topic, before I read a non-fiction text.
	• I will be able to detect when a text does not make sense as I am reading.
	• I will be able to ask and answer *who, what, where, when, why, how* **questions** in discussion, to show that I understand fiction and non-fiction texts.
	• I will be able to discuss my understanding of a text and say what I think.
	• I will be able to use role play and drama to develop and show my understanding of characters in a story.
	• I will be able to use clues in the text to work out more information about the characters.
	• I will be able to say what I think might happen next and why, based on what has happened so far.
	• I will be able to point out how information is organised within a non-fiction text.
Participating in discussion	• I will be able to take part in discussions about texts in different groups.
	• I will be able to take part in discussions about books, listen to the comments of others and agree or disagree with reasons.

Child Friendly Targets for Reading
Year 2 Targets 2

Dimensions	Year 2 Targets 2
Word reading	• I will be able to read books out loud, using my phonics automatically to help me sound out new **words**.
	• I will be able to re-read some books to improve my 'speedy reading' and become more confident.
	• I will be able to read **words** I meet all the time quickly and smoothly, without sound talking each word.
	• I will be able to read by blending the sounds in a word, spotting where some graphemes can make different sounds.
	• I will be able to read **words** of two or more syllables, knowing that some graphemes can make different sounds.
	• I will be able to read **words** with the **suffix**, *-ness, -ment, -ful,* and *-ly* in my reading.
	• **I will be able to read more tricky words.**
Developing pleasure in reading and motivation to read	• I will be able to talk about what happens in a story and put the different parts in order.
	• I will be able to use my own story map to retell a story.
	• I will be able to spot key **words** or phrases that are used over and over again in a poem.
	• I will be able to learn by heart and retell a number of poems.
	• I will be able to start talking about my favourite books and authors.
Understanding books which they can read themselves and those which are read to them	• I will be able to spot new **words** within a text and link their meaning to **words** I already know.
	• I will be able to use **punctuation** to help me read out loud e.g. *pausing at commas which separate items in a list.*
	• I will be able to think about, ask and write down **questions** about a subject/topic, before I read a non-fiction text.
	• I will be able to detect when a text does not make sense as I am reading, and with help, can correct it.
	• I will be able to ask and answer *who, what, where, when, why, how* **questions**, in discussion and in writing, to show that I understand fiction and non-fiction texts.
	• I will be able to discuss my understanding of a text, offer explanations and say what I think.
	• I will be able to say what I think might happen next and why, based on what has happened so far.
	• I will be able to use role play and drama to develop and show my understanding of characters and events in a story.
	• I will be able to use clues in the text to work out more information about the characters and events.
	• I will be able to find information from a non-fiction text using the contents page, index, labelled diagrams and charts.
Participating in discussion	• I will be able to use **punctuation** to help me read out loud e.g. *pausing at commas which separate items in a list.*
	• I will be able to take part in different group discussions, making thoughtful comments about texts.
	• I will be able to take part in discussions about books and consider other points of view.

Child Friendly Targets for Reading
Year 2 Targets 3

Dimensions	Year 2 Targets 3
Word reading	• I will be able to read books out loud, using my phonics automatically to help me sound out new **words** and without pausing for too long.
	• I will be able to re-read some books to improve my 'speedy reading' and become more confident.
	• I will be able to read **words** I meet all the time quickly and smoothly, without needing to use my phonics.
	• I will automatically be able to read **words** of two or more syllables, knowing that some graphemes can make different sounds.
	• I will be able to read longer and new texts by myself.
	• I will be able to read **words** with the **suffix**, -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, and -y in my reading.
	• I will be able to read more words from the Y2 list.
Developing pleasure in reading and motivation to read	• I will be able to talk about what happens in a story and put the different parts in order, using words like First of all..., Moments later..., After a while..., Finally....
	• I will be able to use my own story maps to retell a number of stories to different audiences.
	• I will be able to spot key **words** or phrases that are used over and over again in the same story or poem, and in different stories or poems.
	• I will be able to learn by heart and retell a number of poems, using my voice for expression.
	• I will be able to show I am enthusiastic about particular books or authors, choosing to read them in my own time.
Understanding books which they can read themselves and those which are read to them	• I will be able to choose and talk about my favourite **words** and phrases from a text and organise them into different lists.
	• I will be able to spot new words in a text and discuss what they mean. I will be able to link them to other words that have the same root word.
	• I will be able to use **punctuation** to help me change my voice when reading out loud.
	• I will be able to think about what I already know about a topic, ask **questions** that I would like to find out, and record my answers as I find them.
	• I will be able to detect when a text does not make sense as I am reading and correct it myself.
	• I will be able to ask and answer who, what, where, when, why, how **questions**, in discussion and in writing, to show that I understand fiction and non-fiction texts.
	• I will be able to discuss my understanding of a text, offer explanations, give opinions and support with reasons.
	• I will be able to use role play and drama to develop and show my understanding of characters and events in a story, using some of the key **words** and phrases from the text.
	• I will be able to use clues from particular sections of the text to work out more information about the characters and events.
	• I will be able to say what I think will happen next and why, based on what has happened so far.
	• I will be able to find answers to particular **questions** from a number of non-fiction texts, using the contents page, index, labelled diagrams and charts.
Participating in discussion	• I will be able to make detailed comments in discussions about lots of different text types.
	• I will be able to join in group discussions about reading, listen to comments from others and put forward my own.

Child Friendly Targets for Reading
Year 3 Targets 1

Dimensions	Year 3 Targets 1
Word reading	• I will be able to understand the meanings of **words** by finding the root **word** first then using the **suffix** to make the meaning clear.
	• I will be able to use **prefixes** to help me to understand the meanings of **words.**
	• I will be able to use **suffixes** to help me to understand the meanings of **words.**
Pleasure	• I will be able to read and understand some of the **words** from the Year 3 list.
	• I will be able to identify the main events in a story and put them in order using **words** and phrases such as *first of all..., later on..., after that..., eventually... and finally...*
	• I will be able to orally retell stories, with all the main events in the correct order.
	• I will be able to discuss morals in fables.
	• I will be able to identify and discuss the main features of fables.
	• I will be able to mark and make notes on a poem to help me to read it aloud.
Understanding	• I will be able to choose my favourite **words** and **phrases** from texts I read and those which are read to me.
	• I will be able to identify **words** which I have not met before and discuss what they could mean.
	• I will be able to look words up in a dictionary using the first two letters of the **word** to help me to find it.
	• I will be able to read aloud using expression.
	• I will be able to ask questions, whilst I am reading, to explore my own understanding.
	• I will be able to discuss my understanding of the text using words like *Perhaps..., I am interested by...*
	• I will be able to use **punctuation** to help me understand the text and to read aloud with expression.
	• I will be able to use clues in the text to work out more information about the things that characters do.
	• I will be able to say what I think might happen next, using details from the text to help me.
	• I will be able to give simple reasons, using the text to help me, about whether I agree or disagree with statements my teacher gives me.
	• I will be able to talk about how paragraphs are used in a range of non-fiction texts.
	• I will be able to talk about the layout of different texts, how they are organised and what they look like.
Non-fiction information retrieval	• I will be able to record what I already know by making a mind map, in order to help me prepare for research.
	• I will be able to identify how a non-fiction text is organised.
	• I will be able to decide whether a particular book will be useful for finding information by checking the title, cover and blurb.
	• I will be able to find different features of information texts, both in books and on the screen.
	• I will be able to read non-fiction texts and make notes in charts using key **words, phrases** or **sentences.**
Discussion	• I will be able to join in discussions about books I have read or which have been read to me.
	• I will be able to work with others to agree on rules for discussion including taking turns and listening carefully to what other people say.
	• I will be able to follow the rules for discussion.
	• I will be able to join in discussions in pairs and small groups.

Year 3 LAP 1

Child Friendly Targets for Reading
Year 3 Targets 2

Dimensions	Year 3 Targets 2
Word Reading	• I will be able to find and use a root **word** to help me to understand the meaning of a word.
	• I will be able to spot **prefixes** and use my understanding of them to help me to work out the meaning of **words**.
	• I will be able to spot **suffixes** and use my understanding of them to help me to work out the meaning of **words**.
	• I will be able to read and understand a selection of **words** from the Year 3 list.
Pleasure	• I will be able to retell a story in the correct sequence, using a story map or story board to help me.
	• I will be able to orally retell stories using words and phrases from the text to engage my listeners.
	• I will be able to talk about themes in fairy tales and folk tales such as *good over evil, weak and strong, wise and foolish, rich and poor*.
	• I will be able to discuss the features of fairy tales and folk tales which my teacher has pointed out e.g. *magical sentence, a wish, a spell or a chant, repeated several times*.
	• I will be able to prepare a poem or play script for rehearsal and performance by adding notes and colour highlighting.
Understanding	• I will be able to point out and discuss **words** and **phrases** which I particularly like and which I feel would capture readers' interest and imagination.
	• I will be able to use the context to help me to work out the meanings of **words** I have not met before.
	• I will be able to find a **word** in a dictionary using the first two letters. I will be able to choose the best definition when I check the word's meaning, thinking about the context of the text.
	• I will be able to read aloud, changing my tone of voice and using expression to help to make my meaning clear.
	• I will be able to use **punctuation** when reading aloud, so that my reading makes better sense to my audience.
	• I will be able to make predictions that are based on the information in the text.
	• I will be able to use clues in the text to work out characters' thoughts, feelings and reasons for actions.
	• I will be able to talk about what each **paragraph** is for within a non-fiction text, and identify the key idea in each **paragraph**.
	• I will be able to use my own questioning skills to explore and deepen my understanding whilst I am reading, e.g. *Why did…, How did…? What happened when…?*
	• I will be able to share my ideas about texts using language that shows we may not all have the same ideas e.g. *I am puzzled by…, I'd like to know if…, I'm not sure but…*
	• I will be able to provide evidence to support teachers' statements about texts e.g. *The Iron Man is a mysterious character. What evidence is there to support this point?*
Non-fiction information retrieval	• I will be able to identify what I already know about a subject and prepare further questions to research.
	• I will be able to describe the features of non-fiction texts e.g. *text boxes, contents, bullet points, glossaries, diagrams*.
	• I will be able to use the title and contents page of a book to work out whether it will be useful for my research.
	• I will be able to make simple notes e.g. *key words and phrases, page references and headings* to record information from non-fiction texts. I will be able to use these in my writing later.
	• I will be able to find and label the features used to organise information in texts (including those on the screen) e.g. *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus*.
Discussion	• I will be able to join in a group discussion about books which have been read to me and those which I have read myself. I will be able to generate, ask and answer questions.
	• I will be able to think about rules for effective discussion which my teacher has made, and to choose the best ones for use in the classroom.
	• I will be able to take part in discussions whilst working in different-sized groups.

Child Friendly Targets for Reading
Year 3 Targets 3

Dimensions	Year 3 Targets 3
Word Reading	• I will be able to find and use a root **word** to help me to understand the meaning of a word. • I will be able to spot **prefixes** and use my understanding of them to help me to work out the meaning of **words.** • I will be able to spot **suffixes** and use my understanding of them to help me to work out the meaning of **words.** • I will be able to read and understand all the **words** from the Year 3 list.
Pleasure	• I will be able to sequence the events in stories, making notes about them or sketching pictures of my ideas. I will be able to use these to help me orally retell and share ideas about the main events. • I will be able to orally retell stories, engaging my reader through eye contact, expression and actions. • I will be able to identify and discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.* • I will be able to identify and discuss features in fairy tales and folk tales e.g. *numbers three and seven in fairy tales, characters which speak in riddles, rhymes or old-fashioned English.* • I will be able to read aloud poems and play scripts which I have prepared, showing my understanding through my tone of voice, volume and actions.
Understanding	• I will be able to identify and collect my favourite **words** and **phrases.** I will be able to explain why they interest me and talk about what they make me imagine. • I will be able to use the context in order to explain the meaning of **words** I have not met before. • I will be able to find a **word** in a dictionary using the first two letters and choose the best definition, taking into account the context of the text. I will be able to explain how it is used within the text. • I will be able to read aloud, making my meaning clear by changing my tone of voice, expression and volume. • I will be able to use **punctuation** to help make my meaning clear when reading aloud. • I will be able to share my ideas about texts using language that shows I am sometimes unsure e.g. *I am puzzled by..., I'd like to know if..., I'm not sure but...* • I will be able to use my own questioning skills to explore and deepen my understanding whilst I am reading, e.g. *Why did the character... What might happen if she..., How did he know about...?* • I will be able to use clues in the text to work out characters' thoughts, feelings and reasons for actions. I will be able to use evidence from the text to support my opinions. • I will be able to make predictions that are based on the information in the text and explain my reasons. • I will be able to explain my ideas using the PE (Point +Evidence) prompt to help me.
Non-fiction information retrieval	• I will be able to look closely at different texts and talk about the words, layout and how they are presented. I will be able to comment on how effective the text is. • I will be able to identify the key idea of paragraphs in non-fiction texts and label them. • I will be able to prepare for and carry out my own research, using a KWL grid. • I will be able to discuss how effectively information is organised in non-fiction texts considering features like text boxes, contents, bullet points, glossaries, diagrams. • I will be able to decide quickly whether a non-fiction text is going to be useful. • I will be able to find my way round text in print and on screen, using various features such as *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.* • I will be able to record information from a range of non-fiction texts using simple formats. I will be able to make clear notes using key **words, phrases** or **sentences.**
Discussion	• I will take an active part in group discussions about books which have been read to me and books which I have read myself. I will be able to give my opinion, generate, ask and answer questions and make relevant comments. • I will be able to work with my group to make and agree rules for effective discussion. • I will be able to take part in discussions about books in various situations.

Child Friendly Targets for Reading
Year 4 Targets 1

Year 4 LAP 1

Dimensions	Year 4 Targets 1
Word Reading	• I will be able to understand the meanings of **words** by finding the root **word** first then using either the **prefix** or **suffix** to make the meaning clear.
	• I will be able to use **prefixes** to help me to understand the meanings of **words.**
	• I will be able to use **suffixes** to help me to understand the meanings of **nouns.**
	• I will be able to read and understand some **words** from the Year 4 list.
Pleasure:	• I will be able to speak confidently about texts using **sentence** starters to help me.
	• I will be able to prepare a poem and/or a play script to perform to the class with expression, using highlighting and notes to help me.
	• I will be able to orally retell myths, fairy tales and stories from other cultures. I will be able to make my retelling interesting for my audience by using eye contact, expression and actions.
Understanding	• I will be able to choose, discuss and collect **words** and phrases that interest me from a range of texts.
	• I will be able to identify key **words** and discuss what they could mean.
	• I will be able to look words up in a dictionary using the first three letters of the **word** to help me to find it.
	• I will be able to use **punctuation** to help me to read aloud with meaning and expression, to a range of audiences.
	• I will be able to predict what might happen next in a story, using information the story has already given me.
	• I will be able to use active reading strategies and show my understanding of texts by recording in a reading journal.
	• I will be able to talk about themes introduced by my teacher.
	• I will be able to draw inferences around characters' actions in a text and find the evidence to back up my point(s).
	• I will be able to find the evidence to back up a statement made by my teacher about a text
	• I will be able to identify the main idea of a paragraph is about and talk about the key points.
	• I will be able to use the language, structure and presentation of a text to help me examine the text more closely and work out what things mean.
	• I will be able to recognise different types of poetry.
Non-fiction information retrieval	• I will be able to prepare for my research by thinking about what I already know about the subject and the **questions** to which I would like to find out answers.
	• I will be able to identify and comment on, how information is organised in a non-fiction text.
	• I will be able to quickly comment on how useful a text is and why.
	• I will be able to scan texts in print or on screen to find dates, numbers and names.
	• I will be able to organise information visually on a page, in a way that will help me collect facts and make the information clear to my reader.
	• I will be able to talk about paragraphs and how they are used to organise and sequence information.
Discussion	• I will be able to take part in discussion about books by talking about my preferences, and sharing my opinions, questions and thoughts.
	• I will be able to work with others to evaluate a set of rules for effective discussion provided by my teacher, and agree on a selection to use.
	• I will be able to make and listen to the contributions of others, and respond appropriately in different group situations.

Child Friendly Targets for Reading
Year 4 Targets 2

Dimensions	Year 4 Targets 2
Word Reading	• I will be able to understand the meanings of **words** by finding the root **word** first then using either the **prefix** or **suffix** to make the meaning clear.
	• I will be able to use **prefixes** to help me to understand the meanings of **words.**
	• I will be able to use **suffixes** to help me to understand the meanings of nouns.
	• I will be able to read and understand the **words** from the Year 4 list.
Pleasure	• I will be able to talk enthusiastically about texts I have read and texts read to me, sharing my opinions. I will be able to record some of my thoughts and opinions in writing.
	• I will be able to prepare a poem and/or a play script to perform to another class or assembly, showing understanding through my use of voice and gesture. I will be able to using highlighting and notes to help me plan and rehearse for this.
	• I will be able to orally retell myths, fairy tales and stories from other cultures. I will be able to make my retelling interesting for my audience by using eye contact, expression, gesture (actions) and props.
Understanding	• I will be able to choose, discuss and collect **words** and phrases that interest me from a range of texts, including poetry.
	• I will be able to work out the meaning of new words by looking for clues in the phrases and sentences around the word.
	• I will be able to look words up in a dictionary using the first three letters to help me to find it. I will be able to choose the appropriate definition to help me make sense of the sentence from the text.
	• I will be able to use **punctuation** to help me to read aloud with meaning and expression to a range of audiences.
	• I will be able to decide whether information is stated (taken directly from the text), or whether it is implied (suggested or hinted at).
	• I will be able to use a range of active reading strategies to help me understand the text. I will be able to show my understanding by recording in my reading journal.
	• I will be able to identify and discuss themes.
	• I will be able to make inferences around characters' thoughts and feelings in a text and find the evidence to back up my point(s).
	• I will be able to explore a range of evidence provided by the teacher and suggest a viewpoint from this using the P (point) + E (evidence) prompt.
	• I will be able to identify the main ideas from more than one paragraph and summarise the key points through discussion.
	• I will be able to use the language, structure and presentation of a text to help me examine it more closely and work out what things mean.
	• I will be able to recognise and examine closely different types of poetry.
Non-fiction information retrieval	• I will be able to prepare for my research by thinking about what I already know about the subject and forming focused questions for me to research.
	• I will be able to scan texts in print or on screen to find dates, numbers, names, headings, lists, bullet points, captions.
	• I will be able to be able to make lists and simple notes of information from the texts I have read.
	• I will be able to identify features of information texts in print and on screen.
	• I will be able to evaluate the way in which information is organised in non-fiction texts in print and on screen.
	• I will be able to explain how paragraphs are used to order and/or build up ideas.
Discussion	• I will be able to take part in discussion about books I have read and books read to me, taking turns and listening to what others say.
	• I will be able to work with others to develop and agree on rules for discussion, taking turns and listening to what others say.
	• I will be able to make detailed points in discussion and add further detail.

Child Friendly Targets for Reading
Year 4 Targets 3

Dimensions	Year 4 Targets 3
Word Reading	• I will be able to understand the meanings of **words** by finding the root **word** first then using either the **prefix** or **suffix** to make the meaning clear.
	• I will be able to use **prefixes** to help me to understand the meanings of **words**.
	• I will be able to use **suffixes** to help me to understand the meanings of **nouns**.
	• I will be able to read and understand the **words** from the Year 4 list.
Pleasure	• I will be able to talk enthusiastically about a range of texts I have read, confidently sharing my opinions. I will be able to record my thoughts and opinions in writing in a variety of ways.
	• I will be able to prepare a poem to perform and learn by heart, using highlighting and notes to help me plan and rehearse. I will be able to perform the poem to an audience showing understanding through my use of voice and actions.
	• I will be able to orally retell myths, fairy tales and stories from other cultures. I will be able to make my retelling interesting for my audience by using actions and my voice for dramatic effect.
Understanding	• I will be able to choose, discuss and collect by myself **words** and phrases that interest me from a range of texts, including poetry.
	• I will be able to use clues from the text to explain the meaning of words.
	• I will be able to look words up in a dictionary using the first three letters of the **word** to help me to find it. I will then be able to choose the appropriate definition to help me make sense of the text.
	• I will be able to use **punctuation** and the meaning of key words to help me to read aloud with meaning and expression to a range of audiences.
	• I will be able to make predictions about what might happen next using information that is stated (taken directly from the text), or implied (suggested or hinted at).
	• I will be able to complete a wide range of activities in my reading journal to show my understanding of the texts I am reading.
	• I will be able to identify, discuss and compare themes across more than one text.
	• I will be able to make inferences around characters' motives in a text, and find the evidence to back up my point(s).
	• I will be able to work within a group to consider a range of evidence statements provided by the teacher and summarise the point being made.
	• I will be able to identify the main ideas from more than one paragraph, summarise the key points through discussion and record in writing.
	• I will be able to use the language, structure and presentation of a text to help me examine the text more closely and work out what things mean.
	• I will be able to recognise and examine closely a wider range of poetry.
Non-fiction information retrieval	• I will be able to prepare for my research by thinking about what I already know, what I need to find out, what resources I have and where I might search.
	• I will be able to scan texts in print or on screen to find dates, numbers, names, key words or phrases.
	• I will be able to make short notes in different ways.
	• I will be able to analyse and evaluate how information is organised in a non-fiction text, both in print and on screen.
	• I will be able to explain how paragraphs are used to order to build up ideas, and how paragraphs are linked.
Discussion	• I will be able to take part in discussion about books I have read and books read to me, taking turns and listening to what others say. I will be able to give preferences and challenge others politely.
	• I will be able to work with others to develop, agree on, use and reflect on rules for effective discussion.
	• I will be able to make more detailed points in discussion, adding further detail where appropriate. I will be able to respond to the contribution of my others in a range of group situations.

Child Friendly Targets for Reading
Year 5 Targets 1

Dimensions	Year 5 Targets 1
Word Reading	• I will be able to use my knowledge of root words and **suffixes** to understand the meanings of **words**. • I will be able to read and understand selected **words** from the Year 5 list.
Maintaining positive attitudes to reading	• I will be able to give reasons for my choices when I recommend books and poems to my peers.
Understanding	• I will be able to make my meaning clear to an audience when performing play scripts aloud. To help me with my planning and rehearsal, I will be able to prepare my script with text marking, colour coding and annotations to show intonation, volume and action. • I will be able to identify unfamiliar vocabulary and discuss possible meanings. • I will be able to use **punctuation** to help me with my intonation and expression when reading aloud, particularly taking note of commas. • I will be able to use a range of active reading strategies to demonstrate my understanding e.g. *generating questions to deepen my thinking, noting my thoughts in a reading journal.* • I will be able to discuss a theme, identified by the teacher. I will be able to discuss and capture my ideas in writing. • I will be able to identify the main idea of a **paragraph** in fiction or non-fiction, and write a statement to summarise it. • I will be able to draw inferences around a character's thoughts and feelings using a piece of evidence identified by the teacher. • I will be able to compare characters within a text e.g. *two different characters, or the same character at key points on their journey through a story.* I will be able to capture this comparison in writing. • I will be able to use the PE (Point + Evidence) prompt to answer questions and justify responses to the text, e.g. *I think ... I know this because the author says...* • I will be able to make sensible predictions using clues from characters' actions and speech. • I will be able to use close reading, re-reading and reading ahead to find evidence to support a statement provided by the teacher. I will be able to explore how the theme acts as a one-**word** summary of a story and find evidence to support this. • I will be able to locate dates, numbers and names, key **words** and **phrases,** headings, lists, **bullet points,** captions and key **sentences** by scanning texts in print or on screen. • I will be able to distinguish between statements of fact and opinion within a text.
Evaluating the impact of the author's use of language	• I will be able to recognise and use the term simile. I will be able to explain the effect on the reader of the authors' use of similes in fiction and poetry, e.g. *It makes me imagine..., It's the author's way of saying...* • I will be able to analyse conventions of different types of writing e.g. *use of rhetorical questions or alliteration in persuasive advertisements.*
Discussion and Debate	• I will be able to express and give reasons for my opinions and preferences, whilst making active contributions to discussions about fiction and poetry. • I will be able to prepare and deliver a short oral presentation linked to fiction and will explain my understanding of what I have read. • I will be able to ask and answer relevant questions to deepen understanding and generate further discussion, following a presentation linked to reading.

Year 5 LAP 1

Child Friendly Targets for Reading
Year 5 Targets 2

Dimensions	Year 5 Targets 2
Word Reading	• I will be able to understand meanings of words by using my knowledge of root **words** and **suffixes**. • I will be able to read and understand selected **words** from the Year 5 list.
Maintaining positive attitudes to reading	• I will be able to give detailed reasons for my opinions when I recommend fiction books or authors to my peers. • I will be able to use text marking, colour coding and annotations to support my planning and rehearsal when I prepare a poem to learn by heart and perform. I will be able to use intonation, tone, volume and action to make my meaning clear to the audience, showing my own understanding.
Understanding	• I will be able to use the context to work out the meaning of unfamiliar vocabulary. • I will be able to use **commas** to help with intonation and expression when reading aloud, including those marking clauses, following a fronted adverbial or used to avoid **ambiguity.** • I will be able to use a range of active reading strategies, including drama, and be able to capture my thoughts in writing. • I will be able to I draw inferences around characters' thoughts and feelings from their actions and justify my inferences with evidence. • I will be able to predict outcomes using clues from the author's descriptions of settings and characters (including actions and speech). • I will be able to formulate a simple hypothesis related to non-fiction. I will be able to find clues to support this through close reading, re-reading and reading ahead. I will also be able to discuss and capture my ideas through text marking and annotation. • I will be able to discuss a theme within a poem when the theme has been identified by the teacher. I will be able to discuss how the theme acts as a one **word** summary of the poem and identify evidence to support this. • I will be able to compare settings within and across texts. • I will be able to distinguish between statements of fact and opinion within a text. • I will be able to scan for key information in non-fiction texts and text mark to record it. • I will be able to orally summarise the main ideas drawn from more than one **paragraph** in a fiction text and identify key details which support my summary by text marking and annotation. • I will be able to use the PEE (Point + Evidence + Explanation) prompt to structure some of my responses to texts.
Evaluating the impact of the author's use of language	• I will be able to identify how language, structure and presentation contribute to meaning in poetry. • I will be able to recognise and use the terms metaphor and simile and explain the effect of these on the reader e.g. *It makes me imagine…, It's the author's way of saying…*
Discussion and Debate	• I will be able to make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons. • I will be able to prepare and deliver a short oral presentation linked to non-fiction, using Standard English, e.g. *avoiding informal words such as 'stuff' and 'thing', using was/were correctly.* • I will be able to prepare questions using Standard English and then submit these to the speaker for response, following a presentation linked to reading.

Child Friendly Targets for Reading
Year 5 Targets 3

Dimensions	Year 5 Targets 3
Word Reading	• I will be able to understand the meanings of **words** by using my knowledge of root **words** and **suffixes**.
	• I will be able to read and understand all the **words** from the Year 5 list.
Maintaining positive attitudes to reading	• I will be able to give reasons for my choices when I recommend non-fiction books or texts to my peers, e.g. *newspaper or magazine article, information books or websites.*
	• I will be able to perform with intonation, volume and action poems which I have learnt by heart, so that the meaning is clear to the audience. I will be able to use text marking, colour coding and annotations to support my planning and rehearsal of the poems.
Understanding	• I will be able to explain the meaning of new vocabulary within the context of the text.
	• I will be able to determine intonation and expression when reading aloud by taking note of **commas, dashes** and **brackets** e.g. *The cake was lovely – delicious in fact – so I had another slice.*
	• I will be able to demonstrate my understanding by using a range of active reading strategies e.g. *stating and justifying my opinions, considering the views of others and asking questions.*
	• I will be able to draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings
	• I will be able to predict consequences using a combination of information, including that which is stated and that which is implied.
	• I will be able to formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.
	• I will be able to explore and discuss themes within and across texts e.g. *select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.*
	• I will be able to compare the viewpoints of different characters, e.g. *of the same events.*
	• I will be able to distinguish between statements of fact and opinion across texts, e.g. *two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.*
	• I will be able to scan for key information and text mark in fiction and non-fiction e.g. *identify **words** and **phrases** which tell you the character has a hard life, or find three **words** or **phrases** which suggest that the author is opposed to deforestation.*
	• I will be able to summarise, orally and in writing, main ideas drawn from more than one **paragraph** and identify key details which support this.
	• I will be able to justify my opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation, e.g. *I think ...(point) I know this because the author says...(evidence) This evidence shows that...(explanation).*
	• I will be able to identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts e.g. *formal letter, persuasive speech, myths, legends.*
Evaluating the impact of the author's use of language	• I will be able to recognise and explain the effect of **noun phrases**, metaphors and similes when exploring imagery in fiction and poetry.
Discussion and debate	• I will be able to make active contributions to discussions about fiction, non-fiction and poetry, expressing opinions and preferences and giving reasons.
	• I will be able to prepare for a short oral presentation linked to fiction and non-fiction, explaining my understanding of what I have read. I will be able to speak audibly and fluently with an increasing command of Standard English.
	• I will be able to respond to a question from an audience or group member using Standard English, following a presentation linked to reading.

Year **5** LAP **3**

Child Friendly Targets for Reading
Year 6 Targets 1

Dimensions	Year 6 Targets 1
Word Reading	• I will be able to work out unfamiliar **words** by focusing on all letters in the **word**, *e.g. not reading invitation for imitation.*
	• I will be able to use **suffixes** to understand meanings of **words.**
	• I will be able to read and understand selected **words** from the Year 6 list.
Maintaining positive attitudes to reading	• I will be able to recommend books to my peers with detailed reasons for my opinions, e.g. *contributing to reading blogs, being a reading champion working with reluctant readers.*
	• I will be able to prepare a poem learn by heart and to perform using intonation, tone and volume so that meaning is clear to the audience. I will be able to use text marking, colour coding and annotations to support planning and rehearsal.
Understanding	• I will be able to identify unfamiliar vocabulary and discuss possible meanings.
	• I will be able to demonstrate active reading strategies e.g. *stating and justifying my opinions, considering the views of others and asking questions.* I will be able to capture my ideas in reading journals.
	• I will be able to use a point provided by the teacher and find supporting evidence (Point + Evidence). I will be able to explain using my own **words** and justify my responses to the text using the PEE prompt (**P**oint + **E**vidence + **E**xplanation).
	• I will be able to infer characters' thoughts and feelings, using evidence selected by the teacher.
	• I will be able to make plausible predictions using clues from characters' actions and speech.
	• I will be able to formulate a simple hypothesis related to fiction and, through close reading, re-reading and reading ahead, locate clues to support this. I will be able to discuss my ideas and capture them in writing.
	• I will be able to compare characters within and across texts.
	• I will be able to discuss a theme within a text, identified by the teacher e.g. *loss, friendship, survival.* I will be able to discuss how the theme acts as a one **word** summary of the story, and identify evidence to support this.
	• I will be able to distinguish between statements of fact and opinion within a text.
	• I will be able to scan for key information e.g. *identify **words** and **phrases** which tell you the character is frustrated, or find three **words** or **phrases** which suggest that a theme park is exciting.*
	• I will be able to retrieve, record, make notes and present information from non-fiction. I will be able to use simple abbreviations when note taking.
	• I will be able to identify how language, structure and presentation contribute to meaning.
Evaluating the impact of the author's use of language	• I will be able to recognise and use the term personification, describing its effect within a text.
	• I will be able to explain the effect on the reader of the author's choice of language and reasons why the author may have selected these **words** and **phrases.**
Discussion	• I will be able to make active contributions to discussions about what is read to me and books I have read independently, taking turns and listening to what others say.
	• I will be able to prepare and deliver simple presentations, explaining and discussing my understanding of what I have read.
	• I will be able to prepare and deliver to a small group (e.g. *a guided reading group*) a short oral presentation linked to reading, e.g. *about a character, famous person.*
	• I will be able to respond to a question submitted by an audience/group member following a presentation linked to reading, having spent time structuring a response to the question before presenting it orally using Standard English.

Child Friendly Targets for Reading
Year 6 Targets 2

Dimensions	Year 6 Targets 2
Word Reading	• I will be able to use my knowledge of root **words, prefixes** and **suffixes** to investigate how the meanings of **words** change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*
	• I will be able to use **suffixes** to understand meanings e.g.
	o *–cial* (meaning 'relating to') -official, special, artificial;
	o *–tial* (meaning 'relating to') – partial, confidential, essential
	• I will be able to read and understand selected **words** from the Year 6 list.
Maintaining positive attitudes to reading	• I will be able to recommend books to my peers with detailed reasons for my opinions, e.g. *writing recommendation card inserts for books in the library, presentations within a reading assembly.*
	• I will be able to prepare a poem to perform and learn by heart. I will be able to show understanding through intonation, tone and volume so that meaning is clear to an audience. I will be able to use text marking, colour coding and annotations to support planning and rehearsal.
Understanding	• I will be able to work out the meaning of unfamiliar vocabulary using the context.
Understanding Contd.	• I will be able to demonstrate active reading strategies e.g. *raising questions, justifying opinions and responding to different viewpoints within a group.* I will be able to capture my thoughts in a reading journal.
	• I will be able to justify my responses to text using the PEE prompt (**P**oint + **E**vidence + **E**xplanation). Using some evidence provided by the teacher, I will be able to identify/summarise a plausible **P**oint and provide further explanation using my own **words.**
	• I will be able to draw inferences around characters' thoughts and feelings.
	• I will be able to use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.
	• I will be able to formulate a simple hypothesis related to non-fiction and, through close reading, re-reading and reading ahead, locate clues to support this. I will be able to justify my opinions using evidence from the text.
	• I will be able to consider a selection of themes provided by the teacher and identify the most suitable one to act as a one **word** summary of the story. I will be able to justify my ideas through text marking and annotation.
	• I will be able to make comparisons within and across texts e.g. *similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.*
	• I will be able to distinguish between statements of fact and opinion within a text.
	• I will be able to skim to gain an overall sense of the text.
	• I will be able to retrieve information, record and make notes for different purposes. I will understand what is meant by 'in your own **words**' and when it is appropriate to copy, quote and adapt.
	• I will be able to identify how language, structure and presentation contribute to meaning in poetry.
Evaluating the impact of the author's use of language	• I will be able to recognise and use the term analogy.
	• I will be able to explain the effect on the reader of the author's choice of language and reasons why the author may have selected these **words, phrases** and techniques.
Discussion and Debate	• I will be able to build on the views of others courteously, e.g. *I agree but also...; That's a thought...maybe...; Yes, and maybe...*
	• I will be able to prepare and deliver a short formal presentation, explaining and discussing my understanding of what I have read.
	• I will be able to prepare and use visual aids to support an oral presentation linked to reading, e.g. *pictures, props, ICT*
	• I will be able to use Standard English in responding to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.

Child Friendly Targets for Reading
Year 6 Targets 3

Dimensions	Year 6 Targets 3
Word Reading	• I will be able to use etymology to help in the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*
	• I will be able to read and understand all the **words** from the Year 6 list
Maintaining positive attitudes to reading	• I will be able to recommend books to my peers, orally and in writing, with detailed reasons for my opinions.
	• I will be able to prepare poems and plays, and perform with dramatic effects, using text marking, colour coding and annotations to support planning and rehearsal.
Understanding texts they read independently and those which are read to them	• I will be able to explain the meaning of new vocabulary within the context of the text.
	• I will be able to justify opinions and elaborate by referring to the text e.g. *using the PEE prompt – Point+Evidence+Explanation.*
	• I will be able to infer characters' motives from their actions.
	• I will be able to predict consequences using a combination of information, including that which is stated and that which is implied.
	• I will be able to formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support my understanding.
	• I will be able to compare texts written in different periods.
	• I will be able to recognise and discuss themes within and across a range of texts.
	• I will be able to distinguish between statements of fact and opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*
	• I will be able to use a combination of skimming, scanning and close reading across a text to locate specific detail.
	• I will be able to sift through passages of non-fiction for relevant information and record ideas in note form. I will be able to group and link my notes effectively.
	• I will be able to analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*
Evaluating the impact of the author's use of language	• I will be able to recognise and use the terms 'style' and 'effect'.
	• I will be able to explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break conventions, e.g. *one **word sentence***: *beginning **sentences** with 'and' or 'but'; repeated use of the same **word**.*
Discussion and Debate	• I will be able to challenge the views of others courteously, e.g. *I like that idea but have you thought about…'; Ok, but what about looking at it this way…'; I can see your point but….*
	• I will be able to prepare and deliver formal presentations, including for debates, explaining and discussing my understanding of what I have read.
	• I will be able to prepare and use notes to support an oral presentation, e.g. *cue cards.*
	• I will be able to use formal language to respond to questions generated by a presentation linked to reading and/or research.

For further information, please contact:

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