

Lancashire Primary Literacy

Children's Targets for Reading



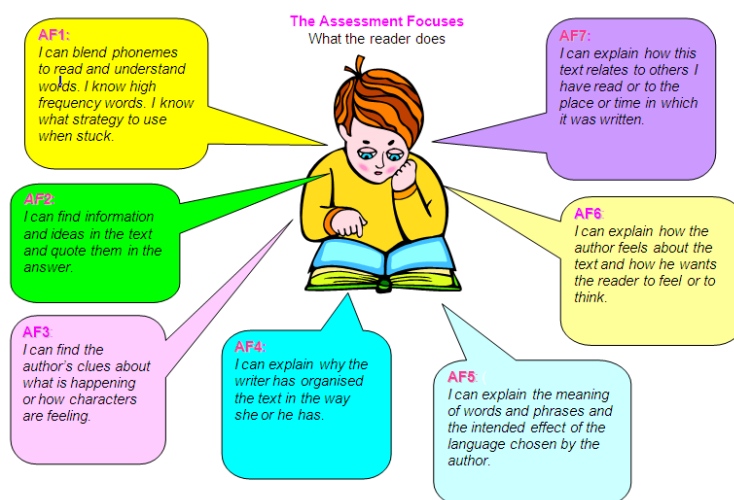
Teaching Objectives and child-friendly 'I will be able to' versions

An 'I will be able to' or 'I will know' target is a child-friendly version of a teaching objective. It represents a skill to be acquired and then applied frequently, consistently and independently. It is created so that the pupil understands 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 teaching objective alongside its child-friendly target equivalent. The last section contains just the children's targets. They have been created from the National Curriculum Level descriptors, the Framework pupil reading targets, strands 7 and 8, and the Lancashire Assessment and Progression in Reading document. All of the descriptors have been translated into targets. Some are very simplistic and they do not merit being set as a target other than for children whose progress has to be measured in very small steps or in combination with more significant targets.

The targets are arranged under the Assessment Focuses so that a balance of reading strategies can be targeted and taught.

- AF1:** Use a range of strategies, including accurate decoding of text, to read for meaning;
AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
AF3: Deduce, infer or interpret information, events or ideas from texts
AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
AF5: Explain and comment on the writer's use of language, including grammatical and literacy features at word and sentence level
AF6: Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader
AF7: Relate texts to their social, cultural and historical contexts and literacy traditions



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 be able to do many of the skills listed in the sub-level above their current level 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.
- Some pupils acquire reading skills through 'osmosis', especially if an effective model exists in the classroom. These, too, need not be given as targets for those children.
- Targets need not be typed up and laminated – as long as the teacher, the child and the parents have a note of it.
- 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.

Level One

National Curriculum attainment target:

Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

Working towards Level 1

Pink	Teaching Objective	'I will be able to'
AF1	Differentiates between text and illustrations	I will be able to point to words and to pictures
	Understands that print conveys meaning	I will know that words have meanings
	Holds book correctly	I will be able to hold a book correctly
	Recognises front and back cover	I will know which is the front and back cover of a book
	Has established left to right, top to bottom movement for reading	I will know how a book page is read
	Orally segments and blends CVC words	I will be able to blend and chop sounds to say words, e.g. c-a-t cat
AF2	Understands that books/texts are created by writers	I will know that authors write books
	Recites rhymes and sings songs	I will be able to join in with rhymes and sing songs
	Enjoys sharing books with and adult	I will be able to listen to and talk about books with a grown up
	Talks about stories	I will be able to tell someone about stories I have heard
AF3	Predicts storyline and some vocabulary, aided by the illustrations	I will be able to say what I think might happen and guess some words using pictures to help me
AF4	Retells narratives in the correct sequence, drawing on language patterns of stories	I will be able to retell stories using some story language

Working towards Level 1

Red	Teaching Objective	'I will be able to'
AF1	Tells a story from the pictures.	I will be able to use pictures to tell a story
	Describes pictures	I will be able to talk about who and what is in a picture
	Begins to understand what a letter and a word are	I will know the difference between a letter and a word
	Names some letters.	I will know the names of some letters
	Recognises some capitals and lower case letters	I will be able to say which is a capital and which is a lower case letter for some letters
	Recognises own first name	I will be able to read my own name
AF2	Turns the pages from front to back.	I will know how a book is read
	Sequences a simple story or event.	I will be able to retell a simple story
	Uses gesture and action to act out a story, event or rhyme.	I will be able to use actions to act out a story
	Chooses to look at books.	I will choose to look at books
AF3	Makes predictions based on illustrations, story content and title.	I will be able to use a title, pictures and a story to guess what might happen
AF4	Shows an understanding of how information can be found in nonfiction texts to answer questions about where, who, why and how	I will be able to show how to find information in a non-fiction book.

Level 1c

	Teaching Objective	'I will be able to'
AF1	Distinguishes between a word, a letter and a space	I will be able to show a letter, a word and a space in a line of print
	Reads on sight words from Lists 1 and 2	I will be able to read words on Lists 1 and 2
	Uses picture clues to help in reading simple text	I will be able to use pictures to help me read
	Makes 1 to 1 correspondence between written and spoken words	I will be able to point to a word and say what it is
	Blends phonemes to read CVC words	I will be able to blend three phonemes to read a word
	Uses phonic knowledge to attempt unknown words	I will be able to blend the phonemes I will know to read new words
	Reads, on sight, high frequency words from Phase 2	I will know my high frequency words
AF2	Listen attentively to a story at the appropriate interest level	I will be able to listen to a story all the way through
	Say how they feel about stories and poems	I will be able to say how a story or a poem makes me feel
	Recalls the main points of a recount in the correct sequence	I will be able to talk about the events in a recount in the right order
	Uses the structure of a simple story when re-enacting and retelling	I will be able to use the parts of a story to help me retell it or act it out
	Talks about the themes of simple texts, e.g. good over evil	I will be able to talk about what is good or bad about the characters and events in a story
Acts out a story in role play	I will be able to choose a character from a story and act it out in role with others	
AF3	Uses knowledge of simple sentence structures and repeated patterns to make predictions and check reading	I will be able to use rhythms and patterns to guess what comes next
	Make simple predictions about what might happen next in a story	I will be able to use clues to say what might happen next in a story
AF4	Uses the patterns and structures of text when retelling and reciting	I will be able to retell a story using the patterns and rhythms to help me
	Understands, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.	I will be able to identify the different parts of a book
	Identify aspects of texts – e.g. contents page, author, labels in a book	I will be able to identify the different parts of a text
	Begins to talk about the differences between fiction and non-fiction	I will be able to tell the difference between a fiction and a non-fiction book
	Identifies bullet points and numbers in instruction texts	I will be able to identify bullet points and numbers in an instruction text
AF5	Recognises rhyming words	I will be able to find words that rhyme
	Recognises alliteration	I will be able to find words that begin with the same phoneme
AF6	Returns to favourite books, songs, rhyme to be re-read and enjoyed.	I like to read, recite and sing my favourite stories, rhymes and songs
	Recognises use of humour but may find it difficult to explain	I will know when a story is meant to be funny
	Begins to state preferences about what is read	I will be able to talk about what I like to read
AF7	Recognises and read title	I will be able to recognise the titles of books
	Talks about the type of book	I will be able to talk about different kinds of books
	Distinguishes between good and bad characters	I will be able to tell the difference between goodies and baddies
	Talks about the main events in a text and relate story settings and incidents to own experience.	I will be able to talk about events and places in stories that I have seen in real life

Level 1b

	Teaching Objective	'I will be able to'
AF1	Reads on sight words from Lists 3 and 4	I will be able to read the words on list 3 and 4
	Recognises familiar words in simple texts	I will be able to read the words I will know when I see them in texts
	Blends phonemes to read CCVC and CVCC words	I will be able to blend (e.g.) sw-i-m and p-u-sh
	Continues to use phonic knowledge to attempt unknown words	I will be able to use the phonemes I will know to read new words
	Expects written text to make sense	I will know when text does and doesn't make sense
AF2	Identifies main events or key points in texts	I will be able to pick out the most important parts in a text
	Answers literal retrieval questions about the text	I will be able to find words and phrases in a text to answer questions
	Retells stories orally using a storyboard or story map	I will be able to use a storyboard or story map to retell a story
AF3	Makes simple deductions with prompts and help from the teacher	I will be able to use clues and help to work out what is happening in a text
	Begins to make predictions about the characters.	I will be able to use clues to work out what a character is like or what they might do
	Extracts information from a shared, whole-class text and explain with support.	I will be able to find information in a shared text and explain what it means with help
	Expresses opinions about events and characters	I will be able to say what I think about the things that happen and the characters in stories
AF4	Begins to talk about the differences between fiction and non-fiction	I will be able to point out some of the differences between fiction and non-fiction texts
	Identifies print effects, e.g. bold, italic, capitalisation, etc.	I will be able to identify printing styles such as capitals, bold and italic
	Uses the patterns and structures of text when retelling and reciting	I will be able to use the patterns of a text to help me recite or retell it
	Understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	I will be able to identify the different parts of a book
	Understands the way that information texts are organised and uses this when reading simple information texts	I will be able to use the contents, index and headings to help me read an information text
	Understands the sequence of a story	I will be able to identify the opening, middle and ending of a story
AF5	Comments on rhyming patterns	I will be able to talk about the rhyming patterns in a poem
	Recognises rhyming stories	I will be able to tell the difference between a rhyming and a non rhyming story
AF6	Chooses and talk about a favourite book from a selection.	I will be able to talk about my favourite book
	Identifies favourite characters and parts of a story	I will be able to talk about my favourite character and parts of a story
AF7	Deduces type of book by presentation, e.g. photos or fantasy pictures	I will be able to tell what type of book it is by the way it looks
	Sorts books into fiction and non-fiction with support	I will be able to sort books into fiction and non-fiction

Level 1a

	Teaching Objective	'I will be able to'
AF1	Reads on sight high frequency words from List 5	I will be able to read words on list 5
	Blends and segments sounds in consonant clusters and use this knowledge in reading	I will be able to blend phonemes in words like <u>string</u> and <u>catch</u>
	Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words	I will be able to read new words by knowing what would fit or sound right in the sentence.
AF2	Talks about the main events in a text and highlight the most important parts.	I will be able to talk about the most important parts in a story
	Picks out relevant information	I will be able to find information in a text
	Retells a story accurately using story language	I will be able to retell a story using story language
	Discusses favourite books and empathise with different characters	I will be able to talk about my favourite books and how I feel about characters
AF3	Expresses opinions about main event and characters in stories. e.g. good and bad characters	I will be able to say who is good and who is bad
	Pauses for effect or meaning	I will be able to use pauses to make the story sound more exciting
	Focuses on the thoughts of a character through drama.	I will be able to act out what a character might be thinking
AF4	Understands the difference between fiction and non-fiction	I will know the differences between fiction and non-fiction
	Navigates texts and comment on the purpose of some organisational features.	I will be able to talk about how books are laid out and how this helps the reader
	Understands the sequence of a story	I will be able to identify the opening, problem and ending of a story
AF5	Uses repetitive patterned language in independent role play	I will be able to use the patterned language from stories and rhymes in my role play
	Recognises repetitions and rhymes	I will know when words and phrases have been repeated or rhyme
AF6	Continues to choose and talk about a favourite book from a selection.	I will be able to choose my own books and talk about them
AF7	Begins to make links between texts and own experiences	I will be able to talk about events in books that have also happened to me. I will be able to compare settings in books to similar places I have been
	Makes links between stories and characters e.g. wolves in both LRRH and the three little pigs.	I will be able to compare the characters and settings in different books

Level Two

National Curriculum attainment target:

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 2c

	Teaching Objective	'I will be able to'
AF1	Uses a range of decoding strategies	I will use different ways to read words I don't know
	Blends and segments sounds in consonant clusters and long vowel phonemes in Phase 5 and 6 and use this knowledge in reading	I will be able to blend and segment words such as jumped, stopped, dragon, clothes, please, horse
	Reads on sight words from List 6	I will be able to read about half the words on list 6
	Uses the grammar of a sentence to decipher new or unfamiliar words	I will be able to use the words I will know in a sentence to help me read ones I don't know.
AF2	Identifies and discuss the main events or key points in a text	I will be able to talk about the main events or most important parts of a text
	Locates specific information in the text to find answers to simple questions	I will be able to look for, and find, information in a text to help me answer questions
	Uses incidents from books in role play	I will be able to pretend to be a character and act out something that happened to them in a book
	Recalls straightforward information about characters	I will be able to talk about what characters look like, where they live and how they behave
AF3	Uses an understanding of the story to make predictions	I will be able to say what I think might happen in a story by what has already happened
	Relates story settings and incidents to own experience	I will be able to compare settings and events to my own experience
	Compares stories and identify common themes	I will be able to compare stories and say how they are similar and different
	Makes simple inferences about thoughts, feelings and actions	I will be able to use clues to say what characters are thinking, feeling or what they might do
AF4	Identifies and discuss the way information texts are organised and use this in reading simple texts	I will be able to show that I understand the way information texts are organised and use this to help me when reading
	Discusses the structure of a narrative	I will be able to describe the main plot in a story
	Recognises the main differences between fiction and non-fiction	I will be able to tell the difference between fiction and non-fiction
	Recognises the main elements of story structure and the associated language	I will be able to identify the part of a story from the language used
AF5	Identifies familiar language patterns from traditional tales.	I will be able to recognise the patterned language in traditional stories
AF6	Continues to choose and talk about a favourite book from a selection.	I will be able to choose my favourite book from a selection and talk about it
	Makes personal comments on what has been read.	I will be able to say what I think or feel about what I have read
AF7	Begins to identify a range of typical story characters over a range of texts.	I will be able to recognise different types of story characters
	Shows awareness that that stories are set in different times and places	I will be able to tell when a story is set long ago or in a different place

Level 2b

	Teaching Objective	'I will be able to'
AF1	Reads on sight words from List 6	I will be able to read the words on List 6
	Reads aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks.	I will be able to read with expression and use punctuation to make my reading sound interesting
	Identifies syllables in order to read polysyllabic words.	I will be able to blend syllables to read longer words
	Blends and segments long vowel phonemes.	I will be able to blend and segment words with long vowel phonemes such as played, sound, moon
AF2	Makes predictions using experience of reading books written by the same author or based on similar themes.	I will be able to say what I think might happen in a text by comparing the plot to others I have read by the same author I will be able to say what I think might happen in a text by comparing the plot to similar stories
	Generates questions before reading and use bibliographic knowledge to help retrieve specific information.	I will be able to think of questions about a topic and find the answers in my books using contents and index
	Uses an understanding of the structure of non-chronological reports and explanations to make predictions.	I will be able to predict the content of information texts and explanations
	Recalls the qualities of characters, e.g. using role-on-the wall.	I will be able to remember information about characters and list these orally or in writing
AF3	Goes beyond own experience or general impressions and refers to text to explain meaning.	I will be able to find clues in a text to help me explain the meaning I will be able to say what I think, and find parts of the text to show why I think it
	Makes simple inferences about characters' thoughts, feelings and reasons for actions.	I will be able to use clues in the text to explain what characters are feeling or thinking or doing
	Uses insights into characters to make predictions about story outcomes.	I will be able to say what I think might happen from the way characters behave
	Links character's behaviour to events in the text.	I will be able to link the way characters behave to what happens in the story
AF4	Evaluates the usefulness of the information in a particular text for answering questions.	I will be able to choose the right book to give me the information I need I will be able to choose or reject information by deciding how useful it is
	Understands how to use alphabetically ordered texts to retrieve information.	I will be able to use the alphabet to help me find the information I need in reference books
	Discusses and comments on the structure of a narrative.	I will be able to talk about what I think of the structure of a story
	Understands that photographs can give as much information as text.	I understand that photographs can give as much information as text
AF5	Identifies how vocabulary choice affects meaning.	I will be able to talk about how the words in a text affect the meaning
	Locates and discusses effective language choices.	I will be able to find words and phrases that I like and talk about their effect
AF6	Make choices about which texts to read based on prior reading experience and bibliographic knowledge.	I will be able to choose books that are similar to ones I have enjoyed before
	Is clear about the purpose of a book; e.g. to entertain; instruct or inform.	I will know the purposes of different types of books
AF7	Recognises the publishing style of particular authors e.g. Anthony Browne	I will be able to recognise books by the same author
	Predicts the different sorts of information that might be found in a book.	I will be able to guess what kind of information there might be in different non-fiction books
	Begins to identify general features of different text-types, e.g. information books, stories	I will be able to talk about some of the features of different types of text

Level 2a

	Teaching Objective	'I will be able to'
AF1	Recognises a range of prefixes and suffixes to construct the meanings of words in context.	I will be able to read words with prefixes and suffixes and know what they mean
	Reads fluently with intonation, expression and regard for punctuation.	I will be able to read aloud using different voices to give expression
	Uses a range of strategies across a range of contexts to read with meaning.	I will be able to use different reading skills to help me understand different kinds of texts
AF2	Retells a story clearly and with appropriate detail.	I will be able to retell a story with details to make it clear
	Extracts and summarises information from the text and discuss orally with reference to the text.	I will be able to find information in a text and discuss it by referring to the text
	Locates and talks about information from different texts when prompted and independently.	I will be able to find and talk about information I have found in different texts
	Uses contents, chapters and pages to locate specific information.	I will be able to use the contents, pages numbers, chapters and index to find information
AF3	Identifies key themes and discusses reasons for events in stories.	I will be able to talk about the main theme and why things happen in a story
	Shows awareness of underlying themes and ideas within a text.	I will be able to talk about other themes in a story and where they fit into the main theme
	Begins to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere.	I will be able to understand how certain words and phrases make texts funny, spooky or create moods
	Uses general knowledge to support reading of specific texts, e.g. knows that most deserts are hot.	I will be able to use my knowledge to help me understand texts
AF4	Makes comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting.	I will be able to compare the layout, characters and settings of different books
	Gains an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents and illustrations.	I will be able to predict what a book might be about by looking at the title, contents and skim reading
	Evaluates the usefulness of information for answering questions	I will be able to decide which information will help me answer questions
AF5	Identifies and comments on vocabulary and literary features, e.g. alliteration, repetition, simile	I will be able to find and talk about the language and techniques an author has used, e.g. alliteration, repetition, simile
	Begins to explore and comment on the impact of unexpected word choices and humour.	I will be able to talk about the effect certain words and humour have on the reader
	Identifies technical language choices e.g. camouflage.	I will be able to find and understand the topic words used in a text
AF6	Continues to make choices about which texts to read based on prior reading experience and bibliographic knowledge.	I will be able to choose books based on the ones I have enjoyed before
	Is clear about the purpose and audience of a book.	I will know what a book is for and who will read it
	Gives reasons for personal choices	I will be able to explain why I choose certain books
AF7	Compares stories and identifies common themes, e.g. the repetition of three in traditional tales.	I will be able to recognise similar themes in different stories
	Compares written texts with DVDs.	I will be able to say where films are different from the book and how I feel about each
	Compares and contrasts different information books saying what is the same, and what is different.	I will be able to compare different non-fiction books and find where they are similar and where they are different
	Makes predictions using experience of reading books by the same author or book with similar themes.	I will be able to predict what a book might be like by what I have read before

Level Three

National Curriculum attainment target:

Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

Level 3c

	Teaching Objective	'I will be able to'
AF1	Reads independently, using known strategies appropriately to establish meaning.	I will be able to read on my own and use different ways to work out the meaning
	Recognises the functions of punctuation including apostrophe for omission and use appropriate intonation and expression.	I understand the job of different punctuation marks and use them to read with expression
	Repeats short phrases if sense is lost	I will be able to re-read what I have just read if I don't understand it the first time
AF2	Shows understanding of main points with reference to the text. (Point + Evidence)	I will be able to understand and find the main points in a text
	Recognises the main differences between fiction and non-fiction texts.	I will be able to tell the main differences between fiction and non-fiction
	Makes notes from information located in texts.	I will be able to find information in a text and make notes and quotations
	Identifies the key idea in a paragraph.	I will be able to sum up in a few words the main idea in a paragraph
AF3	Explores underlying themes and ideas making clear reference to the text.	I will be able to explore the ideas and themes in texts and find places in the text which support what I think
	Makes plausible predictions based on knowledge of the text.	I will be able to make reasoned predictions based on what I will know about the text
	Discusses the actions of the main characters and justifies views using evidence from the text.	I will be able to discuss the actions of the main characters and find places in the text to support what I think
	Summarises the main points from a passage or a text.	I will be able to sum up the main points from a text in a few words or sentences
AF4	Identifies the features of different text-types, e.g recount; narrative	I will be able to identify the main features of different and text-types
	Understands the purpose of paragraphs.	I will understand that a paragraph contains related ideas and information
	Recognises different media layouts e.g. newspaper, web page, leaflet.	I will be able to identify different text layouts and formats
	Uses navigational features to locate information.	I will be able to use the contents, index, sub-headings, web-links to find the information I need
AF5	Identifies where language is used to create mood or build tension.	I will be able to find the words and phrases an author has used to create mood and build tension
AF6	Expresses simple preferences about the way information is presented.	I will be able to say why I prefer one information text over another
AF7	Connects different characters and plots across two or three texts.	I will be able to make connections between characters and plots in different texts
	Makes connections of the same character across texts, e.g. Horrid Henry.	I will be able to make connections between the same character in different texts

Level 3b

	Teaching Objective	'I will be able to'
AF1	Reads longer texts independently and uses self-help strategies to decode and comprehend	I will be able to read longer texts and know what I will be able to do if I don't understand
	Understands how simple and complex sentences influence meaning.	I understand that different types of sentences can affect meaning
AF2	Identifies and discusses issues locating evidence in the text. (Point + Evidence).	I will be able to identify and talk about issues in texts
	Shows understanding of the main ideas and events with reference to the text.	I understand the main ideas and events and find places in the text which supports my understanding
	Retells stories with reference to the story mountains.	I will be able to use the story mountain to structure a retelling
AF3	Infers reasons for actions and events based on evidence from the text.	I will be able to understand why events and actions have happened using evidence from the text
	Continues to make plausible predictions based on knowledge of the text.	I will be able to make sensible predictions about based on what I have already read in the text
AF4	Makes use of non-fiction features to find information from the text.	I will be able to use the features of a non-fiction text to find the information that I need
	Identifies the features of different text-forms, e.g a recount presented in the form of a letter or a diary	I will be able to identify the features of different text-forms
	Understands how paragraphs are used to order and build up ideas.	I will understand how paragraphs are used to group ideas and information and build up ideas over a whole text
AF5	Identifies the language used to create moods and build tension.	I will be able to find the language used to create moods and build tension
	Comments on the choice of language to create moods and build tension.	I will be able to discuss the language used to create moods and build tension
	Comments upon technical word choices and author's choices.	I will be able to discuss the technical language used in information texts and why the author has used them
AF6	Evaluates specific texts with reference to text-types. e.g. whether the texts conform or deviate from the conventions of the text-type and whether this is successful.	I will be able to talk about how texts are presented and whether this is successful
AF7	Makes connections between texts and the wider world, e.g. texts about rainforests; stories from other cultures and historical settings.	I will be able to make connections between texts and what I will know about the people and places of the world

Level 3a

	Teaching Objective	'I will be able to'
AF1	Reads a range of appropriate texts fluently and accurately.	I will be able to read a range of books at my level fluently and with understanding
	Re-reads and reads ahead to look for clues to determine meaning.	I will be able to re-read and read ahead to help me understand
	Uses features to locate information. e.g. contents; indices; subheadings etc.	I will be able to use navigational features to help me find information in texts
	Uses different voices to convey mood and meaning.	I will be able to use dramatic effect to engage the listener when I read aloud
AF2	Justifies predictions by referring to the text. (Point + Evidence).	I will be able to guess what might happen and find places in the text to prove my point
	Begins to identify key information using text-marking.	I will be able to locate and highlight key information in a text
	Finds information to support own writing.	I will be able to use information from texts to inform my own writing
	Links own personal comments to the text.	I will be able to make connections between my comments and the text
	Extracts information from the text and make notes using quotation and reference to the text.	I will be able to sum up and quote information I have found in texts in note form
AF3	Distinguishes between fact and opinion.	I will be able to tell the difference between what is a fact and what someone thinks
	Infers meaning using evidence from the text.	I will be able to read between the lines using clues in the text
	Uses clues from action, dialogue and description to establish meaning.	I will be able to use the way in which the author uses dialogue, action and description to help me understand
	Makes reasoned judgements on characters' actions.	I will be able to express a reasoned opinion about the ways in which characters behave
	Relates events and characters' feelings to own experiences.	I will be able to make connections between events and feelings in my own life to events and characters' feelings in texts
	Selects relevant points to compare and contrast characters.	I will be able to find points in the text to compare and contrast different characters
	Identify structures and grammatical features of both fiction and non-fiction text-types, e.g. recount: past tense; time-connectives; chronological order	I will be able to identify the main features of different non-fiction texts
	Matches planning structures to text structures.	I will be able to use the structures of different texts to plan my own writing
	Uses appropriate language to describe the different stages of a story	I will be able to identify and use the terms for each stage of a story; opening, build-up; problem; resolution and ending
	Identifies the different functions of each stage of a story	I understand how each stage of a story fits into the whole text
AF5	Interprets information presented as a table or labelled diagram.	I will be able to understand information presented in a table or diagram
	Comments upon the use of author's language including figurative language.	I will be able to talk about how the author has used figurative language for effect
	Makes statements about the impact of descriptive style.	I will be able to comment on the impact of an author's style
AF6	Articulates personal responses to author's style and use of language.	I will be able to talk about how an author's style makes me feel
	Expresses personal response with little awareness of the writer's viewpoint or the effect on the reader.	I will be able to talk about my response to the message in a text
	Make personal reflections about character descriptions.	I will be able to talk about how I feel about a character from the way the author has described them
AF7	Evaluates specific texts with reference to text types e.g. is this an effective letter, story, description?	I will be able to say whether I think a text is interesting, useful or effective
	Identifies, compares and contrast a range of plots and character types across a range of texts.	I will be able to compare plots and characters over a range of texts
	Makes connections at subject and structure level across texts.	I will be able to make connections between the content and structure of different texts

Level Four

National Curriculum attainment target:

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

Level 4c

	Teaching Objective	'I will be able to'
AF1	Selects and reads a range of appropriate texts fluently and accurately.	I will be able to choose and read books at my level and read them well
	Uses contextual knowledge to determine meaning.	I will be able to use my knowledge of what the book is about to help me understand
	Uses knowledge of text structure to locate information.	I will be able to find the information I need by knowing the structure of the text type
	Understands how the meaning of sentences is shaped by punctuation, word order or connectives	I understand that word order, connectives and punctuation affects meaning
AF2	Justifies opinions and elaborates by referring to the text. (Point + Evidence + Explanation).	I will be able to state an opinion, explain my thinking and find places in the text to support it
	Shows understanding of significant ideas, themes, events and characters.	I will be able to show that I understand the main ideas, themes, events and characters in a text
	Uses scanning and text-marking to locate and identify key information.	I will be able to scan a text to locate and highlight key information
AF3	Empathises with different characters' points of view.	I will be able to understand, and empathise with, different characters' points of view
	Infers meaning using evidence from the text and wider experiences.	I will be able to use the text and my own experiences to read between the lines
	Uses clues from action, dialogue and description to interpret meaning.	I will be able to use the ways in which characters act, speak and are described to help me understand
AF4	Identifies features of a wider range of fiction text-types, e.g. science fiction, issues and dilemmas.	I will be able to identify the features of a wider range on fiction text-types
	Compares, contrast and evaluates different non-fiction texts.	I will be able to compare, contrast and evaluate different non-fiction texts
	Recognises how organisational features support the purpose of a text.	I will be able to understand how the way a text is organised helps the reader
	Understands how paragraphs are linked.	I will be able to identify the way one paragraph may be linked to the one before or after
AF5	Comments upon the use and effect of author's language.	I will be able to talk about how the author's choice of language affects the reader
	Identifies how punctuation can convey character, e.g. exclamation marks to affect tone of voice.	I will be able to identify how punctuation is used to show how a character is speaking or acting
	Identifies how language is used to convey character.	I will be able to find the language that is used to show rather than describe a character's personality
	Finds and comments on examples of how authors express different moods, feelings and attitudes.	I will be able to find and comment on the ways authors create different moods, feelings and attitudes
	Identifies formal and informal language and tone.	I will be able to tell the difference between formal and informal language in texts
AF6	Comments show an awareness of the author's viewpoint.	I will be able to understand what an author is trying to make the reader feel or think
	Expresses personal responses which may or may not reflect the author's intent	I will be able to explain how I respond to a text
AF7	Comments on similarities and differences of a range of texts.	I will be able to talk about the ways in which texts are similar or different

Level 4b

	Teaching Objective	'I will be able to'
AF1	Uses knowledge of word derivations and word formation to construct the meaning of words in context.	I will be able to use my knowledge of a word's etymology and structure to help me understand it in context
AF2	Locates information using skimming for gist, scanning for specific information and text marking to make research fast and efficient.	I will be able to use skimming to get an overview, scan to find detail and text mark to highlight information
	Summarises key information from different parts of a text.	I will be able to find and sum up information from different parts of the text
	Refers to the text to support predictions and opinions (Point + Evidence + Explanation).	I will be able to state my opinion, explain my thinking and find examples in the text to support me
AF3	Identifies implicit and explicit points of view.	I will be able to find and explain points of view that are both hinted at or stated clearly
	Discusses messages, moods, feelings and attitudes using inference and deduction.	I will be able to talk about the clues and hints an author uses to create moods, feelings and attitudes
	Identifies key points when reading an appropriately challenging text	I will be able to identify the key points in texts at my level
	Uses drama to interpret meanings in text.	I will be able to use drama to show how I understand meanings in texts
AF4	Recognises texts that contain features from more than one text-type . e.g. persuasive playscript; information/explanation (hybrids).	I will be able to pick out the individual text-type in a hybrid text
	Identifies links within and between paragraphs.	I will be able to identify how one paragraph is linked to the one before and the one after
		I will be able to identify how the sentences within a paragraph build upon the previous one.
	Identifies text-type from the phrases used.	I will be able to identify a text-type from the phrases used
	Uses structural and organisational features of a range of text-types to support understanding.	I will be able to use the way a text is organised to help me understand
AF5	Identifies and describes the styles of individual writers and poets.	I will be able to identify and describe the ways in which different authors write
	Identifies and comments on expressive, figurative and descriptive language to create effect in poetry and prose.	I will be able to identify and articulate my response to the effect of figurative and descriptive language
	Uses language features of a range of non-fiction text-types to support understanding.	I will be able to use the language features of non-fiction texts to help me understand
	Comments on the effect that language has upon the reader.	I will be able to comment on the effect of language upon the reader
AF6	Comments show an understanding of the author's viewpoint.	I will be able to show that I understand the author's viewpoint
	Recognises ways in which writers present issues and points of view in fiction and non-fiction.	I will be able to identify the ways in which writers present issues and points of view in fiction and in non-fiction
	Identifies the key theme of a text.	I will be able to identify the key theme of a text
	Comments on the impact a text has upon the reader.	I will be able to comment on the impact a text has upon the reader
AF7	Uses publishing conventions identified in texts e.g. logos, blurb, titles, cover illustrations, text appropriate font when producing own writing.	I will be able to identify and use the appropriate publishing techniques when presenting my own writing
	Makes comparisons between popular texts.	I will be able to compare and contrast popular texts
	Understands how personal experience will affect how the reader interprets and responds to a text, e.g a reader who has been the victim of bullying will empathise more intensely with a fictional victim.	I will be able to show that I understand that readers' experiences affect the way they respond to a text

Level 4a

	Teaching Objective	'I will be able to'
AF1	Reads fluently, using punctuation to establish meaning and inform intonation	I will be able to read aloud with fluency and expression to entertain and engage the listener
AF2	Secures use of skimming to establish general idea.	I will be able to successfully skim a text to quickly gain the main idea
	Scans to locate specific information.	I will be able to scan a text to locate specific information
	Close reads to establish understanding.	I will be able to read closely to gain real understanding
	Text-marks so that research is fast and efficient.	I will be able to text-mark the key information I need for research into a topic
AF3	Explains and comments on implicit and explicit points of view.	I will be able to explain and comment on hinted or clearly stated points of view
AF4	Uses structural and organisational features of a range of text-types to sustain understanding over extended texts.	I will be able to use the ways that texts are organised to understand longer texts
	Comments and evaluates the effectiveness of the presentation of a text.	I will be able to state an opinion about the effectiveness of the way in which a text is presented
AF5	Identifies the style of individual writers and poets and provide examples from a range of texts.	I will be able to identify authors' styles and pick out examples from a range of texts
	Uses the language features of a range of non-fiction text-types to sustain understanding over extended texts.	I will be able to use my understanding of the language features of non-fiction texts to help me understand longer texts
	Describes, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.	I will be able to find and explain how the author has used vocabulary to create different messages, moods, feelings and attitudes
AF6	Comments show an awareness of the writer's viewpoint and responds to this by e.g. re-telling from a different point of view.	I understand the writer's point of view and can retell from a different point of view
	Uses inference to identify the author's viewpoint and can present an alternative viewpoint.	I will be able to identify the writer's point of view when hinted at and present an alternative one
AF7	Recognises how authors use names of creatures and characters to convey character e.g. Harry Potter, Draco Malfoy, Gollum.	I will be able to understand how the sound of different names can affect how the reader feels about the character

Level Five

National Curriculum attainment target:

Pupils show an understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

Level 5c

	Teaching Objective	'I will be able to'
AF1	Uses a combined knowledge of phonemes and etymology to pronounce words correctly, e.g. arachnophobia; pharaoh; audience	I will be able to use my phonics and knowledge of word derivations to read new, technical and irregular words correctly
AF2	Uses a combination of skimming, scanning and text-marking across a range of texts to locate information.	I will be able to find and mark information quickly over a range of texts using skimming, scanning and text-marking
	Refers to the text to support predictions and opinions (Point + Evidence + Explanation).	I will be able to express an opinion or answer a question about a text, explain my thinking and find evidence to support me
	Selects pertinent quotations to support own opinions.	I will be able to find appropriate quotes to support my opinions and answers
AF3	Compares and contrasts implicit and explicit points of view.	I will be able to compare points of view that are hinted at or stated openly
	Recognises why authors use a range of contrasting settings within a story, e.g. The Blitz and rural England.	I will be able to understand the impact of contrasting settings within a story
AF4	Explains the structural devices the author has used to organise the text.	I will be able to explain why the author has chosen to organise a text in the way they have
	Comments on the genre-specific language features the author has used to convey information in a non-fiction text.	I will be able to comment on the genre-specific language an author has used to present information in a non-fiction text
	Identifies and uses text specific metalanguage and the features to which it refers.	I will be able to identify features and use the technical language used to name them
AF5	Compares and contrasts the styles of individual writers and poets providing examples.	I will be able to compare and contrast the styles of different authors and give examples
	Analyses why the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.	I will be able to analyse how an author had created different messages, moods, feelings and attitudes through the vocabulary chosen
	Recognises different types of language, e.g. persuasive, formal, informal, discursive, and comment upon their effect	I will be able to identify the different types of informal and formal language used in specific text-types
AF6	The writer's main purpose is clearly identified through a general overview.	I will be able to gain the writer's viewpoint from a general overview of the text
	Comments on the overall impact of poetry and prose with reference to features, e.g. development of themes.	I will be able to comment on the overall impact of poetry and prose and how themes are developed
AF7	Shows an understanding of how context impacts upon the reader, e.g. stories in the war, developing countries, history	I will be able to understand how the context of a text affects the reader
	Identifies themes across a range of texts. (Social, cultural and historical)	I will be able to identify similar themes over several texts

Level 5b

	Teaching Objective	'I will be able to'
AF1	Anticipates and changes tone to reflect the meaning and the nuances of the text	I will be able to reflect the meaning and events in a texts in the way I read aloud
AF2	Uses a combination of skimming, scanning and text-marking across a range of texts to locate and collate information.	I will be able to find, mark and collate information quickly over a range of texts using skimming, scanning and text-marking
	Explores the text to support and justify predictions and opinions (Point + Evidence + Explanation + Evaluation).	I will be able to explore a text to form predictions and opinions, and explain and justify with examples from the text
	Navigates several texts simultaneously to select and compare information	I will be able to find and compare information using several sources at the same time
AF3	Identifies the techniques the author has used to create moods, feelings, messages and attitudes.	I will be able to identify the techniques the author has chosen to create moods, feelings, messages and attitudes
	Makes inferences from across a whole text where clues are dropped in perceptively.	I will be able to read between the lines by identifying subtle clues throughout a text
	Recognises and comments upon explicit and implicit points of view	I will be able to tell the difference and comment upon points of view that are hinted at or stated clearly
AF4	Comments on the structural choices the author has made when organising the text.	I will be able to comment on the way an author has chosen to structure a text
	Comments and compares the language choices the author has made to convey information over a range of non-fiction texts.	I will be able to comment and compare the language choices authors have made to present information over a range of texts
	Identifies the ways in which authors manipulate structures and language features for effect.	I will be able to identify the techniques authors use to present texts in different and original ways
AF5	Compares, contrasts and explores the styles of writers and poets, providing evidence and explanations.	I will be able to compare and contrast the different styles of writers using examples to explain
	Compares and contrast the language used in two different texts.	I will be able to compare and contrast the language in two different texts
	Articulates personal responses to literature and states preferences with justifications.	I will be able to talk about my personal responses to texts and give my reasons for my feelings and opinions
AF6	The viewpoint in the text is clearly identified with some explanation.	I will be able to identify and explain the author's viewpoint in a text
	Declares and justifies personal preferences for writers and types of text.	I will be able to explain and justify my reading preferences
AF7	Explains the key features, themes and characters across a range of texts.	I will be able to explain the key features, themes and characters across a wide range of texts
	Recognises parody or innovations on other plots.	I will be able to recognise when a plot or a humorous text is based upon an earlier version
	Explains themes over a range of texts. (Social, cultural and historical).	I will be able to explain the different themes over a wider range of texts

Level 5a

	Teaching Objective	'I will be able to'
AF1	Uses body language, facial expressions, tone, pitch and volume to mesmerize and engage the listener.	I will be able to use drama techniques to engage and interest the listener.
AF2	Uses a combination of skimming, scanning and text-marking across a range of texts to locate, collate and re-present information.	I will be able to find, mark, collate and re-present information quickly over a range of texts using skimming, scanning and text-marking
	Distils the key idea in a paragraph or text into a precisely chosen word, phrase or sentence.	I will be able to sum up the key idea in a paragraph or a text in a few well-chosen words, phrases and sentences
AF3	Identifies and evaluates the techniques the author has used to create moods, feelings, messages and attitudes.	I will be able to identify and express my opinion about the techniques an author has used to create moods, feelings, messages and attitudes
	Identifies the ways in which characters develop or change over the course of a story e.g. Bilbo Baggins; Mary Lennox; Willie Beech and Mr Tom. (Bildungsroman).	I will be able to track the way a character changes and develops over a whole text
AF4	Explores how the structural choices support the writer's theme and purpose.	I will be able to explore how the structure of a text affects the theme and author's purpose
	Explores how the language choices support the writer's theme and purpose in non-fiction texts.	I will be able to explore how the language the author uses supports the theme and the purpose
AF5	Describes and evaluates the styles of individual writers and poets, providing evidence and justifying interpretations.	I will be able to describe and give opinions of individual authors and find examples to support my interpretation
	Identifies and discusses irony and its effect.	I will be able to recognise irony and its effect
	Evaluates the styles of different authors providing examples and justifications.	I will be able to discuss the styles of different authors and find examples to justify my opinions
AF6	Has a general awareness of the effect of text and can explain.	I will be able to show that I am aware of the effect of a text and give an explanation
	Articulates personal responses to literature, identifying how and why the texts affects the reader.	I will be able to explain how I respond to texts and the ways in which they make me feel and affect the way I think
AF7	Compares and contrasts characters, themes and key features over a range of texts by the same/different authors.	I will be able to compare and contrast characters, themes and key features a range of texts by the same or different authors at my level
	Recognises subtle layers of characterization, e.g. bully, victim, the effect of a character's environment.	I will be able to recognise different character profiles and stereotypes and how their environment influences their actions
	Begins to recognise the impact of the time and place upon the attitudes voiced within a book.	I will be able to show my understanding the influence of the time or the places have upon the attitudes voiced within a book

Children's Target Ladders

WTL1 'I will be able to'
I will be able to point to words and to pictures
I will know that words have meanings
I will be able to hold a book correctly
I will know which is the front and back cover of a book
I will know how a book page is read
I will be able to blend and chop sounds to say words, e.g. c-a-t cat
I will know that authors write books
I will be able to join in with rhymes and sing songs
I will be able to listen to and talk about books with a grown up
I will be able to tell someone about stories I have heard
I will be able to say what I think might happen and guess some words using pictures to help me
I will be able to retell stories using some story language

WTL1 'I will be able to'
I will be able to use pictures to tell a story
I will be able to talk about who and what is in a picture
I will know the difference between a letter and a word
I will know the names of some letters
I will be able to say which is a capital and which is a lower case letter for some letters
I will be able to read my own name
I will know how a book is read
I will be able to retell a simple story
I will be able to use actions to act out a story
I will choose to look at books
I will be able to use a title, pictures and a story to guess what might happen
I will be able to show how to find information in a non-fiction book.

1c
'I will be able to'

I will be able to show a letter, a word and a space in a line of print

I will be able to read words on Lists 1 and 2

I will be able to use pictures to help me read

I will be able to point to a word and say what it is

I will be able to blend three phonemes to read a word

I will be able to blend the phonemes I will know to read new words

I will know my high frequency words

I will be able to listen to a story all the way through

I will be able to say how a story or a poem makes me feel

I will be able to talk about the events in a story in the right order

I will be able to use the parts of a story to help me retell it or act it out

I will be able to talk about what is good or bad about the characters and events in a story

I will be able to choose a character from a story and act it out in role with others

I will be able to use rhythms and patterns to guess what comes next

I will be able to use clues to say what might happen next in a story

I will be able to retell a story using the patterns and rhythms to help me

I will be able to identify the different parts of a book

I will be able to identify the different parts of a text

I will be able to tell the difference between a fiction and a non-fiction book

I will be able to identify bullet points and numbers in an instruction text

I will be able to find words that rhyme

I will be able to find words that begin with the same phoneme

I like to read, recite and sing my favourite stories, rhymes and songs

I will know when a story is meant to be funny

I will be able to talk about what I like to read

I will be able to recognise the titles of books

I will be able to talk about different kinds of books

I will be able to tell the difference between goodies and baddies

I will be able to talk about events and places in stories that I have seen in real life

1b
'I will be able to'

I will be able to read the words on list 3 and 4

I will be able to read the words I will know when I see them in texts

I will be able to blend (e.g.) sw-i-m and p-u-sh

I will be able to use the phonemes I will know to read new words

I will know when text does and doesn't make sense

I will be able to pick out the most important parts in a text

I will be able to find words and phrases in a text to answer questions

I will be able to use a storyboard or story map to retell a story

I will be able to use clues and help to work out what is happening in a text

I will be able to use clues to work out what a character is like or what they might do

I will be able to find information in a shared text and explain what it means with help

I will be able to say what I think about the things that happen and the characters in stories

I will be able to point out some of the differences between fiction and non-fiction texts

I will be able to identify printing styles such as capitals, bold and italic

I will be able to use the patterns of a text to help me recite or retell it

I will be able to identify the different parts of a book

I will be able to use the contents, index and headings to help me read an information text

I will be able to identify the opening, middle and ending of a story

I will be able to talk about the rhyming patterns in a poem

I will be able to tell the difference between a rhyming and a non rhyming story

I will be able to talk about my favourite book

I will be able to talk about my favourite character and parts of a story

I will be able to tell what type of book it is by the way it looks

I will be able to sort books into fiction and non-fiction

1a

'I will be able to'

I will be able to read words on list 5

I will be able to blend phonemes in words like string and catch

I will be able to read new words by knowing what would fit or sound right in the sentence.

I will be able to talk about the most important parts in a story

I will be able to find information in a text

I will be able to retell a story using story language

I will be able to talk about my favourite books and how I feel about characters

I will be able to say who is good and who is bad

I will be able to use pauses to make the story sound more exciting

I will be able to act out what a character might be thinking

I will know the differences between fiction and non-fiction

I will be able to talk about how books are laid out and how this helps the reader

I will be able to identify the opening, problem and ending of a story

I will be able to use the patterned language from stories and rhymes in my role play

I will know when words and phrases have been repeated or rhyme

I will be able to choose my own books and talk about them

I will be able to talk about events in books that have also happened to me. I will be able to compare settings in books to similar places I have been

I will be able to compare the characters and settings in different books

2c
'I will be able to'

I will use different ways to read words I don't know

I will be able to blend and segment words such as jumped, stopped, dragon, clothes, please, horse

I will be able to read about half the words on list 6

I will be able to use the words I will know in a sentence to help me read ones I don't know.

I will be able to talk about the main events or most important parts of a text

I will be able to look for, and find, information in a text to help me answer questions

I will be able to pretend to be a character and act out something that happened to them in a book

I will be able to talk about what characters look like, where they live and how they behave

I will be able to say what I think might happen in a story by what has already happened

I will be able to compare settings and events to my own experience

I will be able to compare stories and say how they are similar and different

I will be able to use clues to say what characters are thinking, feeling or what they might do

I will be able to show that I understand the way information texts are organised and use this to help me when reading

I will be able to describe the main plot in a story

I will be able to tell the difference between fiction and non-fiction

I will be able to identify the part of a story from the language used

I will be able to recognise the patterned language in traditional stories

I will be able to choose my favourite book from a selection and talk about it

I will be able to say what I think or feel about what I have read

I will be able to recognise different types of story characters

I will be able to tell when a story is set long ago or in a different place

2b

'I will be able to'

I will be able to read the words on List 6

I will be able to read with expression and use punctuation to make my reading sound interesting

I will be able to blend syllables to read longer words

I will be able to blend and segment words with long vowel phonemes such as played, sound, moon

I will be able to say what I think might happen in a text by comparing the plot to others I have read by the same author

I will be able to say what I think might happen in a text by comparing the plot to similar stories

I will be able to think of questions about a topic and find the answers in my books using contents and index

I will be able to predict the content of information texts and explanations

I will be able to remember information about characters and list these orally or in writing

I will be able to find clues in a text to help me explain the meaning

I will be able to say what I think, and find parts of the text to show why I think it

I will be able to use clues in the text to explain what characters are feeling or thinking or doing

I will be able to say what I think might happen from the way characters behave

I will be able to link the way characters behave to what happens in the story

I will be able to choose the right book to give me the information I need

I will be able to choose or reject information by deciding how useful it is

I will be able to use the alphabet to help me find the information I need in reference books

I will be able to talk about what I think of the structure of a story

I understand that photographs can give as much information as text

I will be able to talk about how the words in a text affect the meaning

I will be able to find words and phrases that I like and talk about their effect

I will be able to choose books that are similar to ones I have enjoyed before

I will know the purposes of different types of books

I will be able to recognise books by the same author

I will be able to guess what kind of information there might be in different non-fiction books

I will be able to talk about some of the features of different types of text

2a
'I will be able to'

I will be able to read words with prefixes and suffixes and know what they mean

I will be able to read aloud using different voices to give expression

I will be able to use different reading skills to help me understand different kinds of texts

I will be able to retell a story with details to make it clear

I will be able to find information in a text and discuss it by referring to the text

I will be able to find and talk about information I have found in different texts

I will be able to use the contents, pages numbers, chapters and index to find information

I will be able to talk about the main theme and why things happen in a story

I will be able to talk about other themes in a story and where they fit into the main theme

I will be able to understand how certain words and phrases make texts funny, spooky or create moods

I will be able to use my knowledge to help me understand texts

I will be able to compare the layout, characters and settings of different books

I will be able to predict what a book might be about by looking at the title, contents and skim reading

I will be able to decide which information will help me answer questions

I will be able to find and talk about the language and techniques an author has used, e.g alliteration, repetition, simile

I will be able to talk about the effect certain words and humour have on the reader

I will be able to find and understand the topic words used in a text

I will be able to choose books based on the ones I have enjoyed before

I will know what a book is for and who will read it

I will be able to explain why I choose certain books

I will be able to recognise similar themes in different stories

I will be able to say where films are different from the book and how I feel about each

I will be able to compare different non-fiction books and find where they are similar and where they are different

I will be able to predict what a book might be like by what I have read before

3c
'I will be able to'

I will be able to read on my own and use different ways to work out the meaning

I will understand the job of different punctuation marks and use them to read with expression

I will be able to re-read what I have just read if I don't understand it the first time

I will be able to understand and find the main points in a text

I will be able to tell the main differences between fiction and non-fiction

I will be able to find information in a text and make notes and quotations

I will be able to sum up in a few words the main idea in a paragraph

I will be able to explore the ideas and themes in texts and find places in the text which support what I think

I will be able to make reasoned predictions based on what I will know about the text

I will be able to discuss the actions of the main characters and find places in the text to support what I think

I will be able to sum up the main points from a text in a few words or sentences

I will be able to identify the main features of different text-types

I will understand that a paragraph contains related ideas and information

I will be able to identify different text layouts and formats

I will be able to use the contents, index, sub-headings, web-links to find the information I need

I will be able to find the words and phrases an author has used to create mood and build tension

I will be able to say why I prefer one information text over another

I will be able to make connections between characters and plots in different texts

I will be able to make connections between the same character in different texts

3b
'I will be able to'

I will be able to read longer texts and know what I will be able to do if I don't understand

I will understand that different types of sentences can affect meaning

I will be able to identify and talk about issues in texts

I will understand the main ideas and events and find places in the text which supports my understanding

I will be able to use the story mountain to structure a retelling

I will be able to understand why events and actions have happened using evidence from the text

I will be able to make sensible predictions about based on what I have already read in the text

I will be able to use the features of a non-fiction text to find the information that I need

I will be able to identify the features of different text-forms

I will understand how paragraphs are used to group ideas and information and build up ideas over a whole text

I will be able to find the language used to create moods and build tension

I will be able to discuss the language used to create moods and build tension

I will be able to discuss the technical language used in information texts and why the author has used them

I will be able to talk about how texts are presented and whether this is successful

I will be able to make connections between texts and what I will know about the people and places of the world

3a
'I will be able to'

I will be able to read a range of books at my level fluently and with understanding

I will be able to re-read and read ahead to help me understand

I will be able to use navigational features to help me find information in texts

I will be able to use dramatic effect to engage the listener when I read aloud

I will be able to guess what might happen and find places in the text to prove my point

I will be able to locate and highlight key information in a text

I will be able to use information from texts to inform my own writing

I will be able to make connections between my comments and the text

I will be able to sum up and quote information I have found in texts in note form

I will be able to tell the difference between what is a fact and what someone thinks

I will be able to read between the lines using clues in the text

I will be able to use the way in which the author uses dialogue, action and description to help me understand

I will be able to express a reasoned opinion about the ways in which characters behave

I will be able to make connections between events and feelings in my own life to events and characters' feelings in texts

I will be able to find points in the text to compare and contrast different characters

I will be able to identify the main features of different non-fiction texts

I will be able to use the structures of different texts to plan my own writing

I will be able to identify and use the terms for each stage of a story; opening, build-up; problem; resolution and ending

I will understand how each stage of a story fits into the whole text

I will be able to understand information presented in a table or diagram

I will be able to talk about how the author has used figurative language for effect

I will be able to comment on the impact of an author's style

I will be able to talk about how an author's style makes me feel

I will be able to talk about my response to the message in a text

I will be able to talk about how I feel about a character from the way the author has described them

I will be able to say whether I think a text is interesting, useful or effective

I will be able to compare plots and characters over a range of texts

I will be able to make connections between the content and structure of different texts

4c
'I will be able to'

I will be able to choose and read books at my level and read them well

I will be able to use my knowledge of what the book is about to help me understand

I will be able to find the information I need by knowing the structure of the text type

I will understand that word order, connectives and punctuation affects meaning

I will be able to state an opinion, explain my thinking and find places in the text to support it

I will be able to show that I understand the main ideas, themes, events and characters in a text

I will be able to scan a text to locate and highlight key information

I will be able to understand, and empathise with, different characters' points of view

I will be able to use the text and my own experiences to read between the lines

I will be able to use the ways in which characters act, speak and are described to help me understand

I will be able to identify the features of a wider range on fiction text-types

I will be able to compare, contrast and evaluate different non-fiction texts

I will be able to understand how the way a text is organised helps the reader

I will be able to identify the way one paragraph may be linked to the one before or after

I will be able to talk about how the author's choice of language affects the reader

I will be able to identify how punctuation is used to show how a character is speaking or acting

I will be able to find the language that is used to show rather than describe a character's personality

I will be able to find and comment on the ways authors create different moods, feelings and attitudes

I will be able to tell the difference between formal and informal language in texts

I will be able to understand what an author is trying to make the reader feel or think

I will be able to explain how I respond to a text

I will be able to talk about the ways in which texts are similar or different

4b

'I will be able to'

I will be able to use my knowledge of a word's etymology and structure to help me understand it in context

I will be able to use skimming to get an overview, scan to find detail and text mark to highlight information

I will be able to find and sum up information from different parts of the text

I will be able to state my opinion, explain my thinking and find examples in the text to support me

I will be able to find and explain points of view that are both hinted at or stated clearly

I will be able to talk about the clues and hints an author uses to create moods, feelings and attitudes

I will be able to identify the key points in texts at my level

I will be able to use drama to show how I understand meanings in texts

I will be able to pick out the individual text-type in a hybrid text

I will be able to identify how one paragraph is linked to the one before and the one after

I will be able to identify how the sentences within a paragraph build upon the previous one.

I will be able to identify a text-type from the phrases used

I will be able to use the way a text is organised to help me understand

I will be able to identify and describe the ways in which different authors write

I will be able to identify and articulate my response to the effect of figurative and descriptive language

I will be able to use the language features of non-fiction texts to help me understand

I will be able to comment on the effect of language upon the reader

I will be able to show that I understand the author's viewpoint

I will be able to identify the ways in which writers present issues and points of view in fiction and in non-fiction

I will be able to identify the key theme of a text

I will be able to comment on the impact a text has upon the reader

I will be able to identify and use the appropriate publishing techniques when presenting my own writing

I will be able to compare and contrast popular texts

I will be able to show that I understand that readers' experiences affect the way they respond to a text

4a
'I will be able to'

I will be able to read aloud with fluency and expression to entertain and engage the listener

I will be able to successfully skim a text to quickly gain the main idea

I will be able to scan a text to locate specific information

I will be able to read closely to gain real understanding

I will be able to text-mark the key information I need for research into a topic

I will be able to explain and comment on hinted or clearly stated points of view

I will be able to use the ways that texts are organised to understand longer texts

I will be able to state an opinion about the effectiveness of the way in which a text is presented

I will be able to identify authors' styles and pick out examples from a range of texts

I will be able to use my understanding of the language features of non-fiction texts to help me understand longer texts

I will be able to find and explain how the author has used vocabulary to create different messages, moods, feelings and attitudes

I will understand the writer's point of view and can retell from a different point of view

I will be able to identify the writer's point of view when hinted at and present an alternative one

I will be able to understand how the sound of different names can affect how the reader feels about the character

5c

'I will be able to'

I will be able to use my phonics and knowledge of word derivations to read new, technical and irregular words correctly

I will be able to find and mark information quickly over a range of texts using skimming, scanning and text-marking

I will be able to express an opinion or answer a question about a text, explain my thinking and find evidence to support me

I will be able to find appropriate quotes to support my opinions and answers

I will be able to compare points of view that are hinted at or stated openly

I will be able to understand the impact of contrasting settings within a story

I will be able to explain why the author has chosen to organise a text in the way they have

I will be able to comment on the genre-specific language an author has used to present information in a non-fiction text

I will be able to identify features and use the technical language used to name them

I will be able to compare and contrast the styles of different authors and give examples

I will be able to analyse how an author had created different messages, moods, feelings and attitudes through the vocabulary chosen

I will be able to identify the different types of informal and formal language used in specific text-types

I will be able to gain the writer's viewpoint from a general overview of the text

I will be able to comment on the overall impact of poetry and prose and how themes are developed

I will be able to understand how the context of a text affects the reader

I will be able to identify similar themes over several texts

5b
'I will be able to'

I will be able to reflect the meaning and events in a texts in the way I read aloud

I will be able to find, mark and collate information quickly over a range of texts using skimming, scanning and text-marking

I will be able to explore a text to form predictions and opinions, and explain and justify with examples from the text

I will be able to find and compare information using several sources at the same time

I will be able to identify the techniques the author has chosen to create moods, feelings, messages and attitudes

I will be able to read between the lines by identifying subtle clues throughout a text

I will be able to tell the difference and comment upon points of view that are hinted at or stated clearly

I will be able to comment on the way an author has chosen to structure a text

I will be able to comment and compare the language choices authors have made to present information over a range of texts

I will be able to identify the techniques authors use to present texts in different and original ways

I will be able to compare and contrast the different styles of writers using examples to explain

I will be able to compare and contrast the language in two different texts

I will be able to talk about my personal responses to texts and give my reasons for my feelings and opinions

I will be able to identify and explain the author's viewpoint in a text

I will be able to explain and justify my reading preferences

I will be able to explain the key features, themes and characters across a wide range of texts

I will be able to recognise when a plot or a humorous text is based upon an earlier version

I will be able to explain the different themes over a wider range of texts

5a

'I will be able to'

I will be able to use drama techniques to engage and interest the listener.

I will be able to find, mark, collate and re-present information quickly over a range of texts using skimming, scanning and text-marking

I will be able to sum up the key idea in a paragraph or a text in a few well-chosen words, phrases and sentences

I will be able to identify and express my opinion about the techniques an author has used to create moods, feelings, messages and attitudes

I will be able to track the way a character changes and develops over a whole text

I will be able to explore how the structure of a text affects the theme and author's purpose

I will be able to explore how the language the author uses supports the theme and the purpose

I will be able to describe and give opinions of individual authors and find examples to support my interpretation

I will be able to recognise irony and its effect

I will be able to discuss the styles of different authors and find examples to justify my opinions

I will be able to show that I am aware of the effect of a text and give an explanation

I will be able to explain how I respond to texts and the ways in which they make me feel and affect the way I think

I will be able to compare and contrast characters, themes and key features a range of texts by the same or different authors at my level

I will be able to recognise different character profiles and stereotypes and how their environment influences their actions

I will be able to show my understanding the influence of the time or the places have upon the attitudes voiced within a book