

My Reading Targets

Target 2			E	D	S
Working Towards	WT1	read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes			
	WT2	read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)			
	WT3	read many common exception words*			
	WT4	read aloud many words quickly and accurately without overt sounding and blending			
	WT5	sound out many unfamiliar words accurately			
	WT6	answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.			
	WT7	I can predict what might happen in the story based on what I have read so far.			
	WT8	I am able to deduce infer and interpret information within books that I am reading independently such as how a character is feeling.			
	WT9	Have some awareness that books are set in different times and places and can make links between the books that I have read.			
Word Reading	W1	I can accurately read most words with two or more syllables. (Grey book vocabulary)			
	W2	I can read words that I frequently encounter accurately and fluently without overt sounding or blending- at over 90 words per minute			
	W3	I can read my phonics books quickly and confidently and with greater fluency and expression.			
	W4	I read by blending together the sounds I know and can read out within a word. (including alternative graphemes e.g. 'ai' 'oa' 'ew' set 3 sounds orange books)			
	W5	When I see a word I have not read before, I can sound out most of the words quite quickly (without undue hesitation.)			
	W6	I can read most words quickly and accurately by blending including alternate sounds for graphemes. (Set 2 and 3)			
	W7	I can read multisyllable words containing my set 2 and 3 graphemes.			
	W8	I can read words with common word endings, such as -ing and -ed.			
	W9	I can read most unusual words from our word lists. (Common exception words.)			
	W10	I can talk about words and phrases that capture the reader's interest and imagination.			
	W12	I can talk about how language, structure and presentation of books contribute towards their meaning.			
	Comprehension	C1	I can read accurately and fluently a book familiar to me and check it makes sense as I read through it.		
C3		I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.			
C4		I am developing my interest in reading by listening to a range of text types and poetry, as well as reading some myself.			
C5		When I read, I am able to tell you about things in the order they happen and if they are connected.			
C6		I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional texts.			
C7		I can retell a range of fairy stories, traditional stories and narratives.			
C8		I enjoy finding out about non-fiction books and how they are set out.			
C10		I am able to retrieve information and ideas from non-fiction texts.			
C11		I can recognise simple language patterns in stories and poems.			
C12		I can say out loud a number of poems I have learnt. (Using appropriate intonation)			
C13		I am able to make comments on the writer's purpose and viewpoint.			
C14		I am able to comment on the structure and organisation of the text e.g. beginning and end of the story/grammar and punctuation.			
C15		I can explain and discuss what has happened in books that I have read or have been read to me.			
C16		I can answer and ask questions about what I have read. (Find it Prove it in phonics in addition to class teaching)			
C17		I can talk about the writers word choices and why they are good e.g. 'I like the word slimy because...'			
C18		I discuss the meaning of new or unfamiliar words. (Vocabulary check)			

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