

READING – TARGET TRACKER STATEMENTS

BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6
Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning or new words he/she meets to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets to include: re-, sub-, inter-, -super-, anti-, auto-, -ation, -ous; English Appendix 1	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40 phonemes including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read and decode further exception words, noticing the unusual correspondences between spelling and sound, and where these occur in the word (link to English Appendix 1).	Read and decode further exception words noticing the unusual correspondences between spelling and sound, and where these occur in the word (link to English Appendix 1).	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of poetry, fiction, plays, non-fiction and reference books or textbooks.	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme/Phoneme Correspondence) that have been taught.	Read accurately words of two or more syllables that contain graphemes taught so far.	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a range of books including from our literary heritage and books from other culture and traditions.
Read Common Exception Words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read words containing common suffixes.	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.	Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.	Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.	Read Common Exception Words noting unusual correspondences between spelling and sound and where these occur in the word.	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy tales, myths and legends, and retell some of these orally.	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
Read other words of more than one syllable that contain taught GPCs.	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy tales, myths and legends, and retell some of these orally.	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.	Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
Read words with contractions, e.g. I'm, I'll, We'll and understand that the apostrophe represents the omitted letter(s).	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.	Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Understand what he/she reads by summarising the main idea drawn from more than one paragraph, identifying key detail that support the main ideas.
Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.	Re-read books sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry, e.g. free verse, narrative poetry.	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.	Understand what he/she reads by identifying how language structure and presentation contribute to meaning.
Re-read phonically decodable books to build up fluency and confidence in word reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction, at a level beyond that at which he/she can read independently.		Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.	Understand what he/she reads by asking questions to improve his/her understanding of complex texts.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items or information are related.	Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.	Understand what he/she reads by asking questions to improve his/her understanding of texts with increasing complexity.	Understand what he/she reads by drawing inferences such as inferring characters' feelings thoughts and motives from their actions, justifying inferences with evidence.	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debate maintain a focus on the topic and using notes where necessary
Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard to his/her own experiences.	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales.	Understand what he/she reads by asking questions to improve his/her understanding or a text.	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.	Provide reasoned justifications for his/her view.
Develop pleasure reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics.	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Understand what he/she reads by predicting what might happen from details stated and implied.	Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.	
Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and recite some by heart.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meaning of words, linking new meanings to known vocabulary.	Understand what he/she reads by predicting what might happen from details stated.	Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.	Distinguish between statements of fact and opinion.	
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.	Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.	Retrieve, recall and present information from non-fiction.	
Understand the books he/she can read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech.	Retrieve and record information from non-fiction over a wide range of subjects.		
Understand the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.	Understand the books he/she can already read accurately and fluently and those he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.	Retrieve and record information from non-fiction.	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.		
Understand the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.	Understand the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.	Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.			
Understand the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.	Understand the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.				
Understand the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.	Understand the books he/she can already read accurately and fluently and those he/she listens to by answering and asking questions.				
Participate in discussion about what is read to him/her, taking turns and listening to what others say.	Understand the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has already been read so far.				
Explain clearly his/her understanding of what is read to him/her.	Participate in discussions about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.				
	Explain and discuss his/her understanding of books, poems and other materials, both those that he/she listens to and those that he/she reads of himself/herself.				