



Year 1 – Decode

Key Stage Objective	Child Speak Target
Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<i>I correctly read aloud the words from my book.</i>
Re-reads these books to build up their fluency and confidence in word reading.	<i>I re-read my books so that I become better a better reader.</i>
Applies phonic knowledge and skills as the route to decode words.	<i>I can read words by breaking them down into sounds.</i>
Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<i>I quickly read my given letters or groups of letters.</i>
Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>
Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>
Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>
Reads other words of more than one syllable that contain taught GPCs.	<i>I can correctly read the longer words in my word list.</i>
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>



Year 1 – Retrieve

Key Stage Objective	Child Speak Target
Checks that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>
Discusses the significance of the title and events.	<i>I discuss the titles and events from the books I read.</i>



Year 1 – Interpret



Key Stage Objective	Child Speak Target
Draws on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
Explains clearly their understanding of what is read to them.	<i>I can explain what has happened in the story someone has just read to me.</i>
Makes inferences on the basis of what is being said and done.	<i>I can tell you why a character does or says some things.</i>
Discussing word meanings, linking new meanings to those already known.	<i>I discuss the meaning of words.</i>
Begins to link what they read or hear to their own experiences.	<i>When I read, I can tell you of similar things that have happened to me.</i>
Predicts what might happen on the basis of what has been read so far.	<i>I like to predict what happens next based on what I have read so far.</i>



Year 1 – Perform

Recognises and joins in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>
Is learning to appreciate rhymes and poems, and to recite some by heart.	<i>I have learned some rhymes or poems.</i>



Year 1 – Review

Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>
Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>
Participates in discussion about what is read to them.	<i>I take turns to listen and discuss when I am in a group.</i>
Understands the need to take turns.	<i>I can take turns.</i>
Listens to what others say.	<i>I listen to what others say</i>



Year 2 – Decode



Key Stage Objective	Child Speak Target
ITAF WT: Can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	<i>I read by blending together the sounds I know and can read words within words.</i>
ITAF WT: Can read accurately some words of two or more syllables that contain the same grapheme-phoneme corresponds (GPCs)	<i>I can read words with two or three syllables.</i>
ITAF WA: can read accurately most words of 2 or more syllables.	I can read most 2 or more syllable words accurately.
ITAF WA: Can read most words containing common suffixes.	<i>I can read words with common word endings, such as –ing and –ed.</i>
ITAF WT: Reads many common exception words.	I can read many common exception words.
ITAF WA: Reads most common exception words.	I can read most common exception words.
ITAF WT: In a book closely matched to the GPCs as before, can read aloud many words quickly and accurately without overt sounding and blending.	<i>I can read many words quickly and accurately.</i>
ITAF WA: In age-appropriate books, can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.	<i>I can read many words quickly and accurately.</i>
ITAF WT: In a book closely matched to the GPCs as before, sound out many unfamiliar words accurately.	<i>I can sound out unfamiliar words.</i>
ITAF WA: In age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.	<i>I can sound out unfamiliar words</i>
ITAF WA: In a familiar book that they can already read, can accurately and fluently check it makes sense to them.	<i>I can read most words quickly and accurately.</i>
PKG: Read words accurately and fluently, without the need for overt sounding and blending.	<i>I can read many words quickly and accurately.</i>
Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has come embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>



Year 2 – Retrieve



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Key Stage Objective	Child Speak Target
Discusses the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>
PKF: Answers literal questions about a familiar book that is read to them.	<i>I can answer retrieval questions about a book I know.</i>
Is beginning to identify differences in the structure of non-fiction books that they are introduced to.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>
Recognises simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>



Year 2 – Interpret

Key Stage Objective	Child Speak Target
ITAF WA: In a familiar book that they can already read, can answer questions and make some inferences on the basis of what is said and done.	<i>I can make inferences based on a familiar story.</i>
ITAF GD: In a book they are reading independently can make inferences on the basis of what is said and done	<i>I can make inferences based on what I have read.</i>
Draws on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
Answers and asks questions.	<i>I can answer and ask questions about what I have read.</i>
ITAF GD: In a book they are reading independently can predict what might happen on the basis of what has been read so far.	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>
ITAF WT: In discussion with the teacher, can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>
ITAF GD: In a book they are reading independently, can make links between the book they are reading and other books they have read.	<i>I can make links between books I have read.</i>
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	<i>I discuss the meaning of words.</i>
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<i>I can share my understanding of books and poems that I have listened to or read.</i>



Year 2 – Perform

Key Stage Objective	Child Speak Target
Is becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	<i>I can tell you about all the different stories I have read.</i>
Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>



Year 2 – Review

Key Stage Objective	Child Speak Target
Discusses their favourite words and phrases.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>
Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classical), stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>
Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves.	<i>I take turns to listen and discuss when I am in a group.</i>
Takes turns and listens to what others say.	<i>I can take turns and listen to what others say.</i>



Year 3 – Decode

Key Stage Objective	Child Speak Target
Re-reads these books to build up their confidence in word reading.	I can re-read books to improve my reading.
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>
Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>



Year 3 – Retrieve

Key Stage Objective	Child Speak Target
Retrieves and records information from non-fiction. (supported where necessary)	<i>I can use non-fiction books to find out about things.</i>
With some support identifies main ideas drawn from more than one paragraph and makes a simple summary.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>



Year 3 – Interpret

Key Stage Objective	Child Speak Target
Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.	<i>I check what I am reading makes sense by talking about it.</i>
Asks questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>
Makes basic predictions about what might happen from details stated and implied.	<i>I can predict events in stories from what I have read.</i>
Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (with support)	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>
With support uses dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>



Year 3 – Choice

Key Stage Objective	Child Speak Target
With support identifies how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>
Is beginning to discuss words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>
With support, identifies themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>
Reads books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>
With support recognises some different forms of poetry [for example, free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>



Year 3 – Perform

Key Stage Objective	Child Speak Target
Develops their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>
Prepares poems and play to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>



Year 3 – Review

Key Stage Objective	Child Speak Target
Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>



Year 4 – Decode

Key Stage Objective	Child Speak Target
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>
Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>



Year 4 – Retrieve

Key Stage Objective	Child Speak Target
Independently retrieves and confidently records information from non-fiction. (supported where necessary)	<i>I can use non-fiction books to find out about things.</i>
Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>



Year 4 – Interpret

Key Stage Objective	Child Speak Target
Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.	<i>I check what I am reading makes sense by talking about it.</i>
Asks relevant questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>
Makes reasoned predictions of what might happen clearly derived from details stated and implied.	<i>I can predict events in stories from what I have read.</i>
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence.	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>
Uses dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>



Year 4 – Choice

Key Stage Objective	Child Speak Target
identifies how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>
Identifies and discusses words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>
Independently identifies themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>
Reads books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>
Independently recognises some different forms of poetry [for example, free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>



Year 4 – Perform

Key Stage Objective	Child Speak Target
Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>
Prepares poems and play to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>



Year 4 – Review

Key Stage Objective	Child Speak Target
Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>



Year 5 – Decode

Key Stage Objective	Child Speak Target
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i>



Year 5 – Retrieve

Key Stage Objective	Child Speak Target
Retrieve, record and present information from nonfiction. Relevant points clearly identified from all areas of the text.	<i>I can retrieve, record and present information from non-fiction.</i>
Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i>
Distinguish between statements of fact and opinion.	<i>I can distinguish between statements of fact and opinion.</i>
Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	<i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i>



Year 5 – Interpret

Key Stage Objective	Child Speak Target
Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.	<i>I am able to justify my views.</i>
Asks questions to improve their understanding and explore ideas.	<i>I can ask questions about what I have read to further improve my understanding.</i>
Predicts what might happen from details stated and implied. Justifies predictions with specific textual references.	<i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i>
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>



Year 5 – Choice

Key Stage Objective	Child Speak Target
Identifies how language, structure and presentation contribute to meaning. Shows general awareness of writer’s craft.	<i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i>
Reads books that are structured in different ways and reading for a range of purposes.	<i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i>
Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed. (e.g. simile, metaphor.)	<i>I know authors use particular language which will have impact on me, the reader.</i>
Identifies and discusses themes and conventions in and across a range of writing. Comments identify similarities and differences between texts.	<i>I can discuss themes in a range of writing. I can identify similarities and differences between texts.</i>
Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation.	<i>I can make comparisons within and across books. I can explain similarities and differences between texts.</i>



Year 5 – Perform

Key Stage Objective	Child Speak Target
Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	<i>I can present or debate on topics I have read about, using notes if necessary.</i>
Increases 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.	<i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i>
Learns a wider range of poetry by heart.	<i>I have learnt a wider range of poems by heart.</i>
Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i>



Year 5 – Review

Key Stage Objective	Child Speak Target
Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	<i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and can challenge views if they differ from my own.</i>
Maintains positive attitudes to reading/understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i>
Recommends books that they have read to their peers, giving reasons for their choices which illustrate a generic awareness of the writer's purpose/effect on the reader.	<i>I like to recommend books I have read to my friends.</i>



Year 6 – Decode



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Key Stage Objective	Child Speak Target
Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i>
ITAF WA: Can read age-appropriate books with confidence and fluency (including whole novels.)	<i>I can read confidently and fluently.</i>
ITAF WA: Can read aloud with intonation that shows understanding.	<i>I can read with expression.</i>



Year 6 – Retrieve

Key Stage Objective	Child Speak Target
ITAF WA: Can retrieve information from non-fiction.	<i>I can retrieve information from non-fiction.</i>
ITAF WA: Can summarise main ideas, identifying key details and using quotations for illustration.	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i>
Distinguishes between statements of fact and opinion.	<i>I can distinguish between statements of fact and opinion.</i>



Year 6 – Interpret

Key Stage Objective	Child Speak Target
Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.	<i>I am able to justify my views.</i>
Asks questions to improve their understanding and explore ideas in detail.	<i>I can ask questions about what I have read to further improve my understanding.</i>
ITAF WA: Can predict what might happen from details stated and implied. (Justifies predictions with specific textual references or quotation.)	<i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i>
ITAF WA: Can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	<i>I can explain my understanding of the text, making inferences and justifying my answers using evidence from the text.</i>
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (Comments securely based on contextual evidence with an attempt at detailed exploration.)	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>
ITAF WA: Can work out the meaning of words from the context.	<i>I can clarify the meaning of words.</i>



Year 6 – Choice

Key Stage Objective	Child Speak Target
ITAF WA: Can evaluate how authors use of language, including figurative language, considering the impact on the reader.	<i>I can show how languages contribute to meaning in texts I read.</i>
Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect) to describe language use and its impact and effect for the reader.	<i>I know authors use particular language which will have impact on me, the reader.</i>
Identifies and discusses themes and conventions in and across a range of writing such as the use of the first person in writing diaries or considering accounts of the same event, with identification of viewpoint developed through close reference to the text.	<i>I can identify and discuss themes and stylistic features used in the text. I can identify the viewpoint used in a text.</i>
ITAF WA: Can make comparisons within and across books.	<i>I can make comparisons within and across books.</i>



Year 6 – Perform

Key Stage Objective	Child Speak Target
Demonstrates understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	<i>I can present or debate on topics I have read about, using notes if necessary.</i>
Learns a wider range of poetry by heart.	<i>I have learnt a wider range of poems by heart.</i>
Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding</i>



Year 6 – Review

Key Stage Objective	Child Speak Target
Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	<i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and can challenge views if they differ from my own.</i>
Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text.	<i>I like to recommend books I have read to my friends.</i>



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