

TARGETS		Achieved
<b>Word Reading</b>		
E	I can read age-appropriate texts at a speed where I can focus on the understanding of what I am reading.	
E	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	
D	I can read further exception words, noting the unusual correspondences between spelling and sound.	
D	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	
S	I can read a range of texts with fluency, understanding and expression.	
S	I can self-correct my reading without prompting.	
Emerging		Developing
		Secure
<b>Comprehension</b>		
E	I can identify the main point of a text.	
E	I can discuss the texts that I read.	
E	I can explain how non-fiction books are structured in different ways.	
E	I can describe some of the different types of fiction books.	
E	I can predict what might happen based on the details I have read.	
D	I can read silently for short periods of time.	
D	I can use non-fiction texts to retrieve information.	
D	I can read books that are structured in different ways.	
D	I can recognise the author chooses the vocabulary used carefully.	
D	I can discuss words and phrases which capture the reader's interest and imagination.	
D	I can select books which I know I will enjoy based on past experience.	
D	I can recognise different forms of poetry	
S	I read a range of fiction, poetry, plays, and non-fiction texts.	
S	I can talk about likes and dislikes of books I've read and give reasons for these opinions.	
S	I can read aloud and independently, taking turns and listening to others.	
S	I can talk about my understanding of a text and explain the meaning of words in context	
S	I can identify words and phrases used to create mood and tension	
S	I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.	
S	I can ask relevant questions to get a better understanding of a text.	
S	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
Emerging		Developing
		Secure