



PROGRESSION IN KNOWLEDGE STATEMENTS: AN INDIVIDUAL TARGET BOOK TO TRACK READING PROGRESS

A resource to allow teachers to share reading targets, enabling pupils to celebrate their learning and articulate their reading progress.

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EYFS									
Emerging Reader – SfA Pink level books									
1	I can hold my book the right way round and read from front to back.								
2	I know that print is read from left to right.								
3	I can continue a rhyming string (cat, sat, mat).								
4	I can read the initial sounds in words.								
5	I can try to read unknown words using my phonic knowledge.								
6	I can link sounds to graphemes to say each phoneme in VC words.								
7	I can blend sounds to read simple VC/CVC words e.g., it, cat								
8	I understand that the pictures might help me understand the meaning of words.								
9	I am beginning to read some graphemes in words (not secure).								
10	I am beginning to read simple sentences (but may not understand what has been read).								
11	I am beginning to check my reading by repeating a word or phrase (can be prompted to do so).								
12	I can retell some key elements of a story I have read (read with or without support).								
13	I can point to a given grapheme or word.								
14	I can use my 'reading finger' to track my reading.								
15	I know that I can use books/text and computers to find information.								
16	I can read red words in red level books.								
17	I can read some 'tricky words' e.g., he, we, me, be, she.								
Expected Reader (ELG) – SfA Red level books									
18	I can talk about the setting of a story.								
19	I can talk about key elements of stories (main character, some events or the opening etc).								
20	ELG - I can show understanding when I talk to others about what I have read.								
21	I can link what I have read to my own experiences.								
22	I can blend sounds 'smoothly' to read CVC words e.g., sack, fish, chip								
23	ELG - I can use phonics to decode regular words.								
24	ELG - I can read and understand simple sentences.								
25	ELG - I can read aloud accurately.								
26	I can check my reading by repeating a word or simple phrase.								
27	I can say whether a book is fiction or non-fiction.								
28	I know that non-fiction books provide information.								
29	I am beginning to use imaginative language to explain how a story might end.								
30	I can link a story to my own experiences.								
31	I can read red words in Red level books.								
32	ELG - I can read some common irregular words.								
Exceeding Reader (ELG) – SfA Yellow level books									
33	I can use phonics to read regular words of more than one syllable.								
34	I can read many irregular high frequency words.								
35	I can describe the main events in stories I have read.								
36	I can use phonics, supported by my knowledge of sentence structure and context to read unfamiliar words.								

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Year 1

Word reading and fluency

1	I can match all 40+ graphemes to their phonemes (GPC).							
2	I can blend sounds in unfamiliar words.							
3	I can divide words into syllables to help me sound out new words							
4	I can confidently use my phonics when I am reading decodable words.							
5	I 'have-a-go' independently at reading words with more than one syllable, making use of grapheme and phoneme correspondences that I know.							
6	I can read words which contain contractions as I know that the apostrophe represents the missing letters.							
7	I can read words that end with -ed, -ing, -est and 's.							
8	I can read words which start with -un.							
9	I can re-read decodable texts to develop my fluency and expression e.g., pausing at full stops and raising my voice at questions.							
10	I read books which match my phonic knowledge and read some common exception words noting the unusual way that the sound is represented.							

I draw on knowledge of vocabulary to understand texts 1a

11	I can talk about the main characters and setting in a well-known story.							
12	I retell a story accurately using story language.							
13	I check that my reading is making sense and go back to correct it when it doesn't.							
14	I can find and point to relevant parts of a text in response to simple questions.							
15	I can show you new words which I have learned from my reading.							

I predict what might happen on the basis of what I have read so far 1e

16	When I am reading, I can predict what might come next at different parts of a story.							
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I make inferences from the text 1d

17	I can answer, "How do you know...?" questions using the pictures and words to help me.							
18	I can answer, "Why do you think...?" questions using the pictures and words to help me.							

I identify and explain key aspects of fiction and non-fiction texts (including characters, events, structure and organisation) 1b

19	I use words like author, title, blurb and illustrator when I talk about a text.							
20	I can explain what I think a text will be about.							
21	I can talk about some differences between fiction and non-fiction, and I am beginning to name some key features of texts e.g., captions.							

I identify and explain the sequence of events in texts 1c

22	I can identify and talk about patterned or repeated language.							
23	I can tell you the order in which events happened in a story.							
24	I can sequence a series of pictures to retell a story.							

I can talk about my enjoyment of reading

23	I can explain why I enjoy reading a favourite book or type of book.							
24	I can link what I have read to my own experiences.							

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Year 2							
Word reading and fluency							
1	I can decode automatically and fluently, using my knowledge of graphemes and phonemes.						
2	I can re-read familiar books fluently, with confidence and expression.						
3	I can read unfamiliar or new words without too much hesitation (using my phonics knowledge).						
4	I can blend sounds in words using the graphemes we have learned e.g. turkey.						
5	I recognise some common prefixes and suffixes and regular verb endings to construct the meaning of words in context. <input type="checkbox"/> ed <input type="checkbox"/> ness <input type="checkbox"/> less <input type="checkbox"/> ment <input type="checkbox"/> est <input type="checkbox"/> er <input type="checkbox"/> ful <input type="checkbox"/> ing <input type="checkbox"/> ly						
6	I can read some common exception words and can talk about the unusual 'mis-match' between a grapheme and a phoneme.						
7	I read most words fluently and accurately when I have read them before, without the need to sound out each phoneme and then blend them.						
8	I can recognise and read alternative sounds for graphemes e.g. world, corner.						
9	I can read words of 2 or more syllables accurately, using my knowledge of GPCs.						
10	I can read longer texts, matched to my improving knowledge of phonics, and return to them easily after a break.						
11	I can self-correct, looking forwards and backwards in the text to secure meaning.						
12	I can read silently sometimes and take note of the punctuation to help me keep track of longer sentences.						
I draw on knowledge of vocabulary to understand texts 1a							
13	I can talk about a range of texts and give my opinion about what I have read.						
14	I can ask and answer questions to show I have understood what I have read.						
15	I can discuss the meaning of words which are new to me.						
16	I can explain which words a writer has used to describe a character, setting or mood.						
I predict what might happen on the basis of what I have read so far 1e							
17	I can use what I have read to make a prediction about what is likely to happen next.						
I make inferences from the text 1d							
18	I have begun to think about messages that may be hidden in the story.						
19	I can interpret the characters' actions and say what it tells the reader about them.						
20	I make inferences about feelings or reasons for actions by answering, "Why do you think...?", "How do you know...?", and 'Can you explain why..?' questions.						
I identify and explain key aspects of fiction and non-fiction texts (including characters, events, structure and organisation) 1b							
21	I make comparisons between books, noting similarities and differences and explaining the plot, characters and setting.						
22	I can explain the main differences between fiction and non-fiction and describe how each text-type is organised.						
23	I can find information using non-fiction texts, explaining how the organisation helps me.						

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I identify and explain key aspects of fiction and non-fiction texts (including characters, events, structure and organisation) 1b						
24	I compare and contrast different information books, saying what is the same and what is different.					
25	I can compare stories, noting similarities and differences, and identify common themes e.g., the repetition of three in traditional tales.					
26	I am beginning to recognise that some texts will contain specific words or phrases.					
I identify and explain the sequence of events in texts 1c						
27	I identify and comment on vocabulary in stories and poems e.g. alliteration, repetition.					
28	I retell stories, such as traditional tales or fairy stories, giving the main points clearly in sequence with appropriate detail.					
29	I can use numbers to sequence a series of events within a text.					
I can talk about my enjoyment of reading						
30	I can respond to texts, discussing preferences with reference to favourite characters and books with similar themes.					
31	I can use part of the text to help me explain what I enjoyed and did not enjoy about the books I have read.					
32	I can talk about my favourite words and phrases in stories and poems.					

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Year 3							
Word reading							
1	I can read aloud, and am able to alter my voice when reading something exciting, humorous or emotional, taking account of an increasing range of punctuation.						
2	I read independently, using known strategies appropriately to establish meaning.						
3	I repeat short phrases if something doesn't make sense and meaning is lost.						
4	I recognise common prefixes and suffixes and root words to construct the meaning of words in context						
5	I recognise the full range of consonant digraphs e.g. kn, wr, ph.						
6	I am familiar with a range of endings used to make word forms as plural.						
7	I recognise words that have silent letters in them.						
8	I recognise the function of the apostrophe for omission and pronounce contracted forms correctly.						
9	I can read further exception words, noting the unusual spelling of these.						
10	When discussing what I have read, I am beginning to refer back to the text to explain the meaning of words.						
11	I can find words and phrases in the text to describe characters and how they feel about key events in a story.						
12	When summarising main points, I make notes from information located in texts.						
13	I can ask relevant questions to develop a better understanding of a text.						
14	I can use non-fiction texts to find out information.						
15	I can use a dictionary to find the meaning of new words.						
I can make inferences from the text and explain or justify these with evidence from the text 2d							
16	I can infer from the evidence in a text what a character is like and can explain my opinions with reference to specific words or phrases.						
17	I am beginning to make inferences about characters' thoughts and motives, justifying my views by referring to their actions.						
I can make predictions using details which are stated and implied 2e							
18	I can make sensible predictions using my knowledge of the text.						
I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f							
19	I can talk about some of the different types of fiction books.						
20	I can explain how non-fiction books are organised in different ways.						
21	I can use organisational features to locate and extract information (alphabetical order, contents, indexes, chapters, headings and glossary).						
I can summarise the main ideas from more than one paragraph 2c							
22	I can summarise the main point in a paragraph.						
23	I can number sentences to show the order in which events appear in the text.						
I explain and comment on how meaning is enhanced through the writers' use of language 2g							
24	I can read using intonation and expression appropriately by looking carefully at the writer's language choices.						
25	I identify where the choice of language has helped to create moods or build tension.						
26	I can comment on why an author may have chosen a particular word e.g., to persuade.						
27	I can find some examples of figurative language and begin to explain how it conveys meaning.						

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28	I am becoming aware of how writers use different words/phrases to help make a point.							
I can make comparisons within the text 2h								
29	I can describe different characters' reactions to the same event in a story and discuss its importance.							
30	I can talk about the traditional 'ingredients' of fairy stories, legends and myths.							

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Year 4							
Text reading and fluency							
1	I read a range of appropriate texts fluently and accurately.						
2	I re-read and read ahead to look for clues to determine meaning.						
3	I can attempt unfamiliar words drawing on my knowledge of similar-looking words.						
4	I can read words which are not spelled phonetically and comment on their spelling.						
5	I use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context.						
6	I can work out the pronunciation of homophones using the context of the sentence.						
I can explain the meaning of words in context 2a and retrieve/record key information from texts 2b							
7	I can justify my responses to what I have read by referring to the text.						
8	I can discuss and explain examples of language which capture the reader's interest.						
9	I extract key information from texts, making short notes to develop my understanding.						
10	I can locate specific information making efficient use of text features.						
11	I can locate information using skimming, scanning and text marking.						
12	I can use a dictionary to check the meaning of unfamiliar words.						
I can make inferences from the text and explain or justify these with evidence from the text 2d							
13	I infer meaning, using evidence from action, dialogue and description to justify my inferences.						
14	I am able to deduce what characters are like and why they react as they do.						
15	I can devise relevant 'How do you know...?' questions to develop a deeper understanding of a text.						
I can make predictions using details which are stated and implied 2e							
16	I can refer to details in the text to support my predictions about characters and events.						
17	I can use details which are implied in the text to make predictions.						
I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f							
18	I can explain how the organisation or order of events adds to the effectiveness of a narrative text.						
19	I identify the organisational features of some non-fiction texts e.g. explanation, persuasion.						
20	I interpret information presented as a table or labelled diagram.						
21	I can recognise some different forms of poetry, using performance to develop my understanding of the meaning.						
I can summarise the main ideas from more than one paragraph 2c							
21	I can use books to make notes for specific purposes, especially to support my learning in other areas of the curriculum.						
22	I can number sentences to show the order in which events appear within the text.						
I explain and comment on how meaning is enhanced through the writers' use of language 2g							
23	I can appreciate how the writer sometimes uses short, punchy sentences to gain effect.						
24	I can comment on how the language in texts varies depending on the audience and purpose e.g. a diary written in the first person, the greeting to begin a letter.						
25	I comment on the effectiveness of the author's choice of language to create moods, build tension and add impact, including some use of figurative language.						
26	I can explain the way the writer may use certain language to help get a point across and quote phrases to support my explanation.						

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I can make comparisons within the text 2h						
	28	I can identify themes or conventions of different text types and talk about how an author may have played with these to add impact.				
	29	I can identify the theme of a text and explain to others, building on their opinions and views, how the author’s viewpoint was communicated to the reader.				
	30	I can explain why a writer has organised the information within a text in different ways e.g., the use of numbering, headings.				

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Year 5									
Text reading and fluency									
1	I use a range of strategies to read appropriate texts fluently and accurately.								
2	I apply my knowledge of prefixes, suffixes, root words and grammar to read confidently with appropriate phrasing and intonation.								
3	I can pronounce unfamiliar words drawing on my knowledge of similar-looking words and spelling patterns.								
4	I can read words which have an unusual spelling and comment on the sound/spelling mis-match.								
5	I can apply my knowledge of root words to suggest the meaning of unfamiliar words.								
6	I can prepare a poem to read aloud, using intonation and volume to enhance meaning.								
I can explain the meaning of words in context 2a and retrieve/record key information from texts 2b									
7	I use quotations from, or references to, the text to support my opinions and predictions.								
8	I skim, scan and text mark to locate relevant information quickly and efficiently.								
9	I am able to show my answers to questions that I have read beyond the text.								
10	I can identify significant events, themes and characters in a text.								
11	I can devise questions to deepen my understanding of what I am reading.								
12	I can explain the meaning of figurative language.								
I can make inferences from the text and explain or justify these with evidence from the text 2d									
13	I know about the characters in my reading from what other characters say and do.								
14	I discuss messages, moods, feelings and attitudes using inference.								
15	I identify implicit and explicit points of view.								
16	I can empathise with different character's points of view and justify my response.								
I can make predictions using details which are stated and implied 2e									
17	I can refer to implied meaning within the text to support my predictions.								
18	I can use details which are stated in the text to justify my predictions.								
I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f									
19	I am beginning to understand why authors use different organisational features and can comment on how effective these are.								
20	I can compare and contrast non-fiction texts and explain how the organisation and structure differs.								
18	I can describe how the way a text is organised supports the purpose of the writing.								
19	I can discuss how a set of sentences has been organised to create maximum effect.								
20	I can describe the typical features of different narrative texts e.g., myth, adventure, legend.								
22	I understand why an author may have broken a time sequence to create a greater impact.								
I can summarise the main ideas from more than one paragraph 2c									
23	I identify key points when reading an appropriately challenging text.								
24	I can make notes to summarise the main ideas drawn from more than one paragraph.								
25	I can number statements which summarise or sequence the main ideas in a text.								
I explain and comment on how meaning is enhanced through the writers' use of language 2g									
26	I identify and comment on the effects created by expressive, figurative and descriptive language in poetry and prose.								
27	I can talk about an author's techniques for describing characters, settings and actions.								
28	I know that authors use emotion and feelings when describing characters to manipulate the reader's reaction to each character.								

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I can make comparisons within the text 2h							
29	My comments show an understanding of the author's viewpoint.						
30	I can distinguish between statements of fact and opinion.						
31	I can discuss my understanding of what I have read, giving a formal presentation to share my response to a text.						
32	I comment on the impact a text has upon the reader.						

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Year 6							
Text reading and fluency							
1	I use a full range of strategies to read a range of texts fluently and accurately.						
2	I use word derivations and word formations (eg; prefixes, acronyms and letter omission) to construct meaning of words in context across a range of texts.						
3	I use a combined knowledge of phonemes and etymology to pronounce words correctly.						
4	I use grammar (e.g., subordination) and punctuation to indicate change of tone and inform meaning.						
5	I can prepare poems and plays to read aloud and to perform, showing my understanding of the language through intonation, tone, volume and pace.						
I can explain the meaning of words in context 2a and retrieve/record key information from texts 2b							
6	I can ask questions to improve my understanding and comment accurately on what I have read, using reference to the text.						
7	I select pertinent quotations to support my comments and opinions about what I have read.						
8	I am able to select relevant information and identify key language features and themes from a range of texts, including myths, legends and books from other cultures.						
9	I draw on textual evidence to ask questions to improve my understanding and give convincing answers to questions.						
10	I use the skills of skimming, scanning and text marking to identify the gist of a text.						
11	I manage my own research to find information to support my learning.						
12	I can justify my understanding of a text when challenged by alternative views.						
I can make inferences from the text and explain or justify these with evidence from the text 2d							
13	I can explain how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and justify my comments with reference to the text.						
14	I select sentences, phrases and relevant information to justify my opinions and inferences.						
15	I can ask inferential questions to deepen my understanding of a text.						
I can make predictions using details which are stated and implied 2e							
16	I can predict what might happen using details which are stated in the text to justify my opinion.						
17	I can make predictions about how a character might behave using details which are implied.						
I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f							
18	I can identify ways in which authors initiate and develop a plot in fiction.						
19	I can see how an author controls the pace of a story to manipulate suspense.						
20	I can explain the precise function of organisational and presentational features in conveying meaning to the reader.						
21	I appraise a text effectively and can identify its main purpose, key points and viewpoint.						
22	I can discuss the effectiveness of different writer's structural choices when comparing texts.						
I can summarise the main ideas from more than one paragraph 2c							
23	I can summarise the main ideas drawn from more than one paragraph.						
24	I can make notes to summarise a text and identify key details which support the main ideas.						
25	I can number statements which summarise or sequence the main ideas in a text.						
I explain and comment on how meaning is enhanced through the writers' use of language 2g							
26	I analyse why the author has chosen a range of vocabulary and grammatical features to convey different messages, moods, atmosphere and attitudes.						
27	I can explain how an author has used personification or figurative language (simile, metaphor) to create stronger images.						
28	I can summarise the impact on the reader of the language in a given paragraph or stanza.						
29	I recognise fact and opinion and can comment on the effect on the reader of different types of language (e.g., persuasive, formal, informal, discursive).						
30	I talk about how and why a text affects me as a reader and make recommendations to others.						

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I can make comparisons within the text 2h							
31	When I compare texts, I can explain why texts written about the same topic may convey different meanings and relate this to the intended audience.						
32	I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.						

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