



www.cornholmeschool.co.uk

Year 6

Reading Targets

Name _____

	Child Speak Target		Greater Depth Target	
EK	<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>		<i>I confidently use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i>	
Comprehension				
E	<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>		<i>I continue to read, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i>	
E	<i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i>		<i>I understand what I read, even though books are set out in different ways and are written for different purposes, comparing their styles.</i>	
EK	<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>		<i>I can compare and understand the key features of myths, legends, traditional stories and modern fiction.</i>	
	<i>I like to recommend books I have read to my friends.</i>		<i>I like to recommend different books I have read to my friends and can justify my choices.</i>	
	<i>I am able to identify and discuss themes and conventions in and across a wide range of writing.</i>		<i>I am able to identify and discuss themes and conventions across a wide range of writing independently.</i>	
E	<i>I can make comparisons within and across books I have read.</i>		<i>I can make detailed comparisons within and across books I have read.</i>	
	<i>I have learnt a wider range of poems by heart.</i>		<i>I have learnt a wider range of poems by heart, comparing it with other poems I have learnt.</i>	
E	<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>		<i>I am able to confidently read aloud and perform a range of poems and plays, and use appropriate intonation, tone and volume to help different audiences with their own understanding.</i>	
EK	<i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i>		<i>I check my understanding of books I have read through discussion, comparing it with other books I have read and exploring the meaning of words.</i>	
	<i>I can ask questions about what I have read to further improve my understanding.</i>		<i>I can pose probing questions about what I have read to further improve my understanding.</i>	
E	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>		<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with a range of quality evidence.</i>	
E	<i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i>		<i>From my reading, I can accurately predict what may happen in a story from details given and suggested in the text.</i>	
EK	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i>		<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read independently.</i>	
E	<i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i>		<i>I can evaluate how language, structure and presentation all contribute to meaning in texts I read.</i>	
E	<i>I know authors use particular language which will have impact on me, the reader.</i>		<i>I know authors use particular language which will have impact on me and suggest poss' improvements.</i>	
	<i>I can distinguish between statements of fact and opinion.</i>		<i>I can distinguish between statements of fact and opinion confidently.</i>	
EK	<i>I can retrieve, record and present information from non-fiction.</i>		<i>I can independently retrieve, record and present information from non-fiction with clarity.</i>	
K	<i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</i>		<i>I participate in detailed discussions about books I have read, or read to me by listening to others' ideas, sharing carefully formulated opinions and challenging views courteously if they differ from my own.</i>	
	<i>I can present or debate on topics I have read about, using notes if necessary.</i>		<i>I can present or debate on topics I have read about independently, using notes if necessary and making links to different subjects or topics.</i>	
EK	<i>I am able to justify my views.</i>		<i>I am able to justify my views in greater detail.</i>	

READING Key Stage 3 Year 7,8,9

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 3 Y7,8,9	Comprehension			
KS 3 Y7,8,9	Comprehension	Develop an appreciation and love and reading and read increasingly challenging material reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.		
KS 3 Y7,8,9	Comprehension	Develop an appreciation and love and reading and read increasingly challenging material choosing and reading books independently for challenge, interest and enjoyment.		
KS 3 Y7,8,9	Comprehension	Develop an appreciation and love and reading and read increasingly challenging material re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through making inferences and referring to evidence in the text.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.		
KS 3 Y7,8,9	Comprehension	Understand increasingly challenging texts through checking their understanding to make sure that what they read makes sense.		
KS 3 Y7,8,9	Comprehension	Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.		
KS 3 Y7,8,9	Comprehension	Read critically through recognising a range of poetic conventions and understanding how these have been used.		
KS 3 Y7,8,9	Comprehension	Read critically through studying setting, plot, and characterisation, and the effects of these.		
KS 3 Y7,8,9	Comprehension	Read critically through understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.		
KS 3 Y7,8,9	Comprehension	Read critically through making critical comparisons across texts.		
KS 3 Y7,8,9	Comprehension	Read critically through studying a range of authors, including at least two authors in depth each year.		