



**Reading
Targets for
Band - Lilac**

I can **talk** about
the **pictures** on
each page.

I can **point** to
every word I
read.

I can **tell** you
what happens in
the book.

Happy Reading!





Reading Targets for Band Pink

I can talk about the
pictures on each page.

I can point to every word
I read.

I can pause at full stops.

I understand the
meaning

of : **book**
 cover
 beginning
 end
 page
 word
 letter
 line

I can tell you what
happens in the book.

Happy Reading!





Reading Targets for Band - Red

I can read without using my finger some of the time.

I can use the pictures to help me read.

I am beginning to self-correct using letters or a word I know.

I am beginning to use a talking voice when a character speaks.

I can often use some letter sounds to problem-solve new words.

I can put 2 or 3 words together in a phrased way.

Happy Reading!





**Reading Targets for
Band – Yellow**

I can point to a capital letter.

I can say what a full stop is used for.

I can read without using my finger, except at a problem.

I notice the punctuation to help my reading sound like talking.

I can search for more information in the print to predict new words.

I can self-correct using different things (pictures, phonics, making sense).

I can make my reading sound interesting.

I can check the ends of words.

Happy Reading!





Reading Targets for Band - Blue

I can point to a question mark.

I can point to speech marks.

When I get stuck I can use some letter sounds and the meaning together to help me.

I am beginning to check the middles of words much more now.

I can make my reading sound fluent and phrased.

When I get stuck I can use some letter sounds and the meaning together to help me.

Happy Reading!





Reading Targets for Band - Green

I can **self-correct** more **quickly** than before.

I can read new books with more **independence** and **fluency**.

I can make my reading sound very **fluent** and **phrased**.

I can say what a **non-fiction** book is **for**.

I can find the **contents**, **index** and **glossary** of a non-fiction book.

I can point to a **diagram** in a non-fiction book.

Happy Reading!





Reading Targets for Band – Orange

I can recognise when a word is in **bold**.

I can recognise when a word is in *italics*.

I can use unusual book language like 'Once upon a time'.

I can make my reading sound **very fluent, phrased and interesting**.

I can read with increasing **stamina and expression**.

I can solve problems independently most of the time.

Happy Reading!





**Reading Targets
for Band -Turquoise**

I make **simple comments about preferences** mostly linked to own experiences.

I can comment on features of language e.g. **rhymes and refrains**, significant words and phrases.

I can recognise simple text features e.g. **font style, labels, titles.**

Happy Reading!





Reading Targets for Band - Purple

I can recognise a hyphen.

I can recognise brackets.

I can use different strategies to help read unfamiliar words (phonic, graphic, contextual).

I can recount the main events or facts with support.

I can comment on the obvious features of the text e.g. good and bad characters.

I can read aloud with expression and intonation.

I can explain the meaning of a variety of punctuation e.g. commas, question and exclamation marks, speech marks.

Happy Reading!





Reading Targets for Band Gold

I can read unfamiliar texts almost entirely accurately.

I can usually notice when reading does not make sense.

I can read aloud with expression and intonation taking into account punctuation e.g. speech marks and exclamation marks.

I can show my understanding of a text by commenting on features such as plot, setting and characters.

I can retell a story referring to most of the main events and characters.

I can make predictions using experience of reading books written by the same author or based on similar themes.

Happy Reading! 😊



Targets for Band White

I can read unfamiliar texts **accurately** tackling unfamiliar words with encouragement only.

I can demonstrate through my independent reading, that **I can read ahead.**

I can make use of **intonation** and **expression** to enhance reading.

I can **comment on characters** and how they relate to one another.

I can **express opinions** about events and actions.

Re-tell stories in a balanced and clear way.

I can make **simple inferences** about thoughts, feelings and reasons for actions.

I can comment on some of the **ways the text is written** or presented.

I can understand the effects of different words and phrases e.g. **humour images and atmosphere.**

I can use a **dictionary** to check the meaning of a word.

Happy Reading! 😊



Reading Targets for Band Lime

I can point to a **hyphen**.

I can recognise **brackets**.

I can recognise a range of **prefixes** and **suffixes** to construct the meanings of words in context.

I can recognise the function of an **apostrophe**.

I can **read aloud with intonation** and expression taking into account all punctuation e.g., commas to mark pauses.

I can show awareness and understanding of **different voices** in stories when reading aloud.

I can **sustain silent reading** to include longer more complex texts.

I can use **indexes** to locate information.

I understand the difference between **prose** and **play script**.

I understand the features of page layout in non-fiction texts e.g.

Titles

Subheadings

Diagrams and charts

I can understand how language is used to create effects e.g. **adjectives and adverbs** for description and to create detailed mental images.

I can explore **alternative courses of action** in a story.

Happy Reading! 😊



Reading Targets for Band Brown

I can **retell** the story by **summarising** the key events.

I can describe the character using **key words/phrases**.

I can identify the text **genre** (adventure, crime, traditional tale, myth, fable etc.)

I can identify some key features of a **genre**.

I can **skim and scan** the text to find information and details quickly.

I can gain the **gist** of what I am reading when faced with unfamiliar words.

I can explain **how a character is feeling** or what they are **thinking** and **give evidence** to support my explanation.

I can say why **the author** has used certain **vocabulary choices** for description or meaning.

Happy Reading! 😊



Reading Targets for Band - Grey

I can describe the **feelings, emotions or thoughts** of the main character.

I can recognise the different use of a **parenthesis** ,, ((and - -

I can recognise the use of a **semi-colon** ;

I can understand how language is used to create effects e.g. **adjectives and adverbs** for description and to create detailed mental images.

I can use a **thesaurus** to broaden my vocabulary.

I can explore **alternative courses of action** in a story.

I can **skim and scan** to find information and answers.

I can **refer back to the text** to give answers to demonstrate my understanding.

Happy Reading! 😊



Reading Targets for Bands Dark Blue

I can recognise how **commas, connectives** and full stops are used to join and **separate clauses** to maintain fluency and understanding when reading.

I can apply knowledge of the **different uses of the apostrophe** to maintain understanding.

I can use a **dictionary** to check my spelling and the definition of words.

I can use **indexes** and **contents** to locate specific information

I understand how **chapters** and **paragraphs** are used to order and build up ideas

I can **discuss the actions of main characters** and justify views using evidence from the text

I can distinguish between **fact and opinion**.

I can identify features of different types of text e.g.,

Newspaper reports

persuasion

Happy Reading! 😊



Reading Targets for Band - Dark Red

I can understand how style and vocabulary are linked to the purpose of the text e.g. **exaggerated writing in persuasive text**

I can interpret the effect of the **choice of language** to create mood, build tension, etc.

I can explore alternative courses of action and evaluate the **author's solution**.

I can **evaluate specific texts** with reference to text types e.g. is an advert successful at using **persuasive language**?

I can distinguish between **commentary and reporting**.

I can recognise different **types of poetry** e.g. Kenning, Haiku, Limerick and Lyrical.

I can interpret the effect of the choice of language to create mood, build tension etc.

I can explore alternative courses of action and evaluate the author's solution.

I can evaluate specific texts with reference to text types e.g. is an advert successful at persuading?

Happy Reading! 😊