My Reading Goals
Name: _____

			Teacher Assessment						
Word Reading		1. I can use the context of the sentence to help me to read unfamiliar words.							
		2. I can accurately read most multi-syllabic words.							
		3. I can read, understand, use and apply my knowledge of the prefixes anti_____, super_____, dis=, mis=, in=, im= and un=							
		4. I can read, understand, use and apply my knowledge of the suffixes tion/=sion/=cian/=ssion							
		5. I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.							
Comprehension	develop pleasure in reading, motivation to read, vocabulary and understanding	6. I can listen to and discuss an increasingly wide range of poetry, plays, non-fiction and reference books or textbooks.							
		7. I can identify themes within books.							
		8. I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.							
		9. I can use a range of organisational features to locate information, such as labels, diagrams and charts.							
		10. I can recognise different forms of poetry.							
		11. I can use glossaries, contextual and picture clues to work out the meanings of new words.							
		12. I can identify some words and phrases used by the author/poet for a specific purpose.							
		13. I can identify words and phrases that capture my interest and imagination.							
		14. I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.							
		15. I can begin to identify and comment on different points of view in the text							
Comprehension	understand both the books that they can already read accurately and fluently and those that they listen to	16. I can check that the text makes sense to me and am able to discuss my understanding.							
		17. I can summarise the main points from separate paragraphs of text.							
		18. I can draw inferences about characters' behaviours.							
		19. I can ask simple questions about a text to improve my understanding.							
		20. I can make predictions based on what I have read so far and begin to understand what has been implied.							
		21. I can participate in discussions about books, poems and other works that are read to me and those that I have read for myself, taking turns to speak and listening to what others say.							
		22. I can retrieve and orally explain information from a text.							
		23. I can identify how presentation contributes to the meaning of a text.							
		24. I can comment on the choice of language to create moods and build tension – 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught'							
		25. I can start to recognise some features of the text that relate it to its historical setting or its social or cultural background – 'The girls had on red flannel petticoats because that is what they wore then'							