



Reading Card: 1 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can automatically read many words using all 44 sounds, including alternative sounds.		
I can independently segment and blend sounds to read new words.		
I can add sound buttons and lines to words independently.		
I can listen to stories and poems the teacher reads and give my opinions about them.		
I can make interesting comments about a text and add to what others say.		
I can make links with the world around me and to my own experiences when I read non-fiction texts.		
I can independently realise when the text has not made sense and I can go back and read it through.		
I can read carefully and I start to take notice of full stops.		
I can fluently read lots of alien words, including words with split digraphs and long vowel sounds, like bibe , fode , yeel and zoun .		
I can find information in non-fiction texts, sometimes from my own interests.		
I can share my discoveries with others.		
<u>Comments and achievements:</u> 		



Reading Card: 1 Mastery

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can demonstrate a positive attitude towards reading.		
I can confidently read many words using all 44 sounds, including alternative sounds.		
I can explain what some challenging new words mean, using other words I know e.g. astonished means really amazed or surprised .		
I can explain why the title has been chosen, and how it links to the events or information in the text.		
I can confidently recite a poem all by myself or in a group, joining in with familiar phrases and sometimes reciting by heart.		
I can quickly and independently read lots of words with two or more syllables, including compound words like teaspoon and toothbrush .		
I can work out the reasons why characters sometimes take actions and guess how a character is feeling and what they might say.		
I can make sensible predictions based on what I have read so far.		
I can read many words with different endings like es , ing , ed and est .		
I can remember a story sequence all by myself, and can re-tell it and write it down.		
I can clearly explain what has been read to me.		
I can read different kinds of texts and can explain what sort of text they are, recognising main differences between them.		
I can listen to and read different sorts of poems and can describe how they are different. I can also say which I like and why.		
I can ask questions about the poems that I read.		

Comments and achievements:



Reading Card: 2 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can read lots of words without sounding out or blending.		
I can work out how a character is feeling in a story, even when the text doesn't say so.		
I can read words of 2 or more syllables like hairbrush and happily .		
I can make sensible guesses about what might happen next, or about why something has happened.		
I can read a large number of words which are sometimes tricky to read like should and why .		
I can find other words to explain what new words mean in the text.		
I can read words ending with ly like lonely and kindly .		
I can retell several different kinds of stories, using pictures or props to help me.		
I can read words ending with ful like playful and careful .		
I can understand a range of texts which I read by myself.		
I can read words ending with ment like enjoyment .		
I can ask and answer questions about stories that have been read to me.		
I can find answers to questions about the text, by looking for the right information on the page.		
I read words which end with ness and less like happiness and hopeless .		
I can read a book from start to finish on my own.		
<u>Comments and achievements:</u>		



Reading Card: 2 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can read most words without sounding and blending.		
I can read common exception words confidently.		
I can read words that sound the same but are spelt differently.		
I can segment and blend sounds by myself to read new words, if I need to.		
I can listen to different kinds of texts read to me.		
I can join in discussion, say what I think and explain which I prefer and why.		
I can confidently recite several different poems, sometimes on my own, making my voice sound interesting for the audience.		
I can automatically read many words which use the same letters but make different sounds, like bead and instead .		
I can show that I understand the text well, by checking myself and re-reading parts that don't make sense at first.		
I can talk about the meaning of new, challenging words and phrases, using other words.		
I can explain what new words mean using my knowledge of other words. For example, feeble means weak .		
I can explain why some words or phrases in a text are my favourites, and I use them sometimes in my writing.		
I can use my detective skills to work out how characters might be feeling or why they have done something, even when the answer is hidden.		
I can give my viewpoint about different information texts.		
I can compare two different texts, saying what is the same and what is different.		

Comments and achievements:

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Reading Card: 2 Embedded



Reading Card: 2 Mastery

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can confidently read words of 2 or more syllables like playground, blackberry, elephant, dinosaur, Tuesday and family .		
I can confidently recognise and talk about story language like Once upon a time , or poetry language like rhyming words .		
I can independently retell a story I know, putting the events in the right sequence and adding enough detail.		
I can confidently rewrite a story I have read in order.		
I can make a sensible prediction about what might happen next in the text, based on what I have been told so far.		
I can fully understand the events that happen in a story and explain these to others. .		
I can describe the setting and characters in detail.		
I can listen to and discuss different kinds of poems, both old and new.		
I can give my opinion on a text that I have read giving detailed reasons to justify my point of view.		
I can automatically and fluently read a large number of words which can be tricky to read like could, once, friend, school and where.		
I can understand a wide range of texts which I choose, and read, by myself, including young paperbacks.		
<u>Comments and achievements:</u>		



Reading Card: 3 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can choose different kinds of texts to read, and I explain my choices.		
I can read most words correctly on each page of my reading book. (9/10)		
I can talk about a few different authors and start to compare them.		
I can read fluently, understanding as I read.		
I can give my opinion about books I read, and listen to the opinions of other people too.		
I can automatically segment the sounds in a new word and then blend them together.		
I can read and compare a few different poems.		
I can recite poems aloud, sometimes by heart.		
I can take part in plays and read play scripts.		
I can identify the main theme of a text, both fiction and non-fiction.		
I can read at least all the tricky words in the Year 2 spelling appendix .		
I can recognise and explain the usual style of a fairy story.		
I can work out how characters are feeling or what they are thinking, even when the text doesn't say so.		
I can read each of the 44 phonemes when written in different ways. For example, for the 'er' sound I can read brother, skirt, nurse, worked, pearl .		
I read words which sound the same but are spelt differently, like meat and meet or plain and plane .		
<u>Comments and achievements:</u>		



Reading Card: 3 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading a variety of books.		
I explain the meaning of words and phrases in the text, using other words I know.		
I notice the punctuation as I read, and use the right expression so that it makes sense.		
I read words with a range of prefixes like supermarket , disagree , anticlockwise and misbehave .		
I correct my own mistakes as I read, without being told to.		
I can find and record information, and know how non-fiction is presented.		
I can quickly recognise and read words ending with tion , sion , ssion and ation .		
I can explain and discuss my understanding of the text, such as events and characters' actions.		
I confidently read words ending in ous like dangerous .		
I can confidently read words ending in ure like treasure .		
I can use a dictionary to look up new words and know how to look at the 2nd and 3rd letters of a word to help me.		
I can control my volume and use the right expression when I read aloud or perform in a play,		
I can make a sensible guess about what might happen next as I read, based on the text.		
I can independently use my knowledge of root words , prefixes and suffixes to help me read new words.		
<u>Comments and achievements:</u>		



Reading Card: 3 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading a variety of books.		
I can read fluently and confidently, understanding as I read.		
I can automatically segment the sounds and then blend them together when I come across a challenging word if I need to.		
I can sometimes work out the meaning of new words by finding the root word, and by knowing how the prefix or suffix changes the meaning e.g. disagree .		
I can join in with discussions about the text, asking sensible questions to deepen my understanding.		
I can listen to what others say during discussions about the text and can think of further things to add or to ask.		
I can talk about interesting vocabulary in the text.		
I can explain the effect of words and phrases on the reader, and how they add to the meaning.		
I can prepare poems and play scripts on my own and in a group to read aloud. I can speak up well, and vary my voice to make it interesting to listen to.		
I can discuss how the presentation of a non-fiction text helps the reader to understand it and can name the different features.		
I can find and record information confidently.		
I can explain my understanding using details about the events, the setting, and what characters do during discussions about the text.		
I can show my understanding by noticing the punctuation when I read, and re-reading when the text doesn't make sense.		
I read almost all everyday words by sight, noticing any tricky parts.		
I can show that I am familiar with the style and layout of play scripts.		

Comments and achievements:



Reading Card: 4 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can begin to talk about the different kinds of books I read and can use details to explain my preferences.		
I can read most words correctly in my reading book, only pausing occasionally to work a word out.		
I can join in conversations with others, to listen to their views and express my opinions, or to ask questions.		
I can read a range of texts fluently, including fiction, non-fiction and poetry, understanding as I read.		
I can describe the way a range of non-fiction texts are set out, for example the title or subheadings.		
I can check the text makes sense as I read, and can correct most of my own mistakes.		
I can read words containing all 44 phonemes. For example, for the 'sh' phoneme I can read musician and chef ; for 'k' I can read – chorus and packet .		
I can take note of punctuation as I read, including commas.		
I can explain the differences between various kinds of poems.		
I can find and record information details from non-fiction texts.		
I can automatically read many words which are sometimes tricky to read, like through, someone, conquer, eight and daughter .		
I can discuss the parts of the words which are challenging.		
I can begin to identify the main theme or idea from several paragraphs.		
I can read and begin to understand a wide range of homophones which sound the same or similar, despite their spelling, like effect/affect or scene/seen .		
<u>Comments and achievements:</u>		



Reading Card: 4 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can independently identify the main theme or idea from several paragraphs.		
I can discuss words and phrases which interest me, explaining why.		
I can talk about the effect that particular words have on the reader.		
I can read and understand a wide range of homophones.		
I can join with others to perform plays or recite poetry.		
I can sometimes perform poetry or plays by heart.		
I can use my phonic decoding skills to segment and blend new words I come across.		
I can spot hidden meanings in stories and other texts.		
I can automatically read words with 'y' making the short 'i' sound, like myth, pyramid and mysterious .		
I can reasonably predict the next event, based on what I've read so far.		
I can read words with a range of prefixes like submarine, subplot, automatic and reappear .		
I can explain or retell a sequence of events accurately.		
I can read aloud or perform in a play; controlling my volume and using the right expression.		
I can discuss or explain what characters think, do or feel, using information in the text.		
I can independently use my knowledge of root words, prefixes and suffixes to help me read new words.		
<u>Comments and achievements:</u>		



Reading Card: 5 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can recommend books to other people and can justify my choices.		
I can try to use my decoding skills if I get stuck on a word.		
I can understand and talk about the typical features of different kinds of texts, like formal letters, diaries, news reports or stories.		
I can read quickly and fluently, whether aloud or in my head, understanding as I read.		
I can use a dictionary to define words.		
I can explain how to use the alphabetical order of letters within the word.		
I can pronounce words with the same pattern of letters, like bought, rough and though.		
I can join in with discussions about texts, adding to the comments of other people and suggesting things myself.		
I can begin to find challenging inferences that are hidden in the text.		
I can summarise the ideas within a paragraph.		
I can confidently read all common, everyday words which have parts that are tricky, like once and who .		
I can explain the parts of words that are tricky. For example once and who .		
I can compare different texts, looking for similarities and differences.		
I can recite poems aloud, either on my own or in a group, sometimes by heart.		
I can talk about the author or poet, discussing the effect of their language.		
I can read and understand a wide range of homophones like aloud/allowed, cereal/serial, guest/guessed, advice/advise.		
<u>Comments and achievements:</u>		



Reading Card: 5 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can talk confidently about the typical features of different kinds of texts, including plays.		
I can discuss and explain the meaning of words and phrases, and can find other words to help me.		
I can spot figurative language, such as similes, in stories and poems.		
I can describe the effect that figurative language in the text has on the reader.		
I can read words which include silent letters, like doubt, island and solemn .		
I can read many irregular words which are challenging to read, like government and chaos .		
I can sometimes separate fact from fiction in texts I read.		
I can read and correctly pronounce words ending with tion, sion, ssion .		
I can summarise ideas from several paragraphs across a text and can pick out the main idea or theme, finding key details to back up what I say.		
I can read a set of words with the endings tial and cial like special and initial .		
I can read some words ending ent and ant e.g. innocent, tolerant .		
I can use my detective skills to find challenging inferences hidden in the text e.g. atmosphere or motive.		
I can control my volume and use the right expression when I read aloud or perform in a play.		
I can use information I know, to read aloud or to present in a debate.		
I can independently use my knowledge of root words, prefixes and suffixes to help me read new words.		
<u>Comments and achievements:</u>		



Reading Card: 5 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can read fluently and confidently, understanding as I read.		
I can use a variety of reading skills to help me when I come across a tricky word.		
I can work out the meaning of new words by using my knowledge of root words and affixes e.g. obedient/obedience .		
I can explain how the affix changes the meaning of a word.		
I can explain what I've read and what I know, through debates or presentations.		
I can confidently join in discussion about books, expressing my opinion and building on the ideas of other people by making new suggestions or questioning them.		
I can justify my viewpoint using information from the text.		
I can read or recite texts aloud to an audience with a little guidance, using the right tone and volume, and varying my expression.		
I can summarise the main ideas across more than one paragraph of a text and find the key details which back up my ideas.		
I can find, record and present information from non-fiction texts, including reference books and text books.		
I can explain how the structure (the way it is organised) and language (the words chosen) make the meaning clear.		
I can sort out fact from opinion and I am aware of times when it is difficult to distinguish between the two.		
I can often ask sensible, searching questions which help me understand the text even better.		
I can find hidden meanings or hidden information in quite challenging texts, without much help.		
I use a dictionary independently and regularly, to look up new words.		
<u>Comments and achievements:</u>		



Reading Card: 6 Beginning

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can read frequently for pleasure and information, across a range of texts and can recommend books to others, giving details to explain my view.		
I can use a range of reading strategies to fix a challenging word myself first.		
I can join in discussion about different kinds of texts; I can express my own ideas and listen respectfully to others, adding comments of my own.		
I can read quickly and fluently, whether aloud or in my head, understanding as I read.		
I can point out the features of different text types, such as myths, plays, classic poetry or biography and can explain the purpose of these features.		
I can automatically read words which include silent letters, like hymn, chemical and gnarled .		
I can make relevant predictions about what might happen next.		
I can read multi-syllabic words like adorable, generation, noticeable and transformation and can segment the syllables to help me.		
I can make comparisons between sections within texts and between one text and another.		
I can read and perform a range of poetry, sometimes by heart.		
I can usually tell the difference between fact and opinion.		
I can read many irregular words which are challenging to read, like catastrophic, initiate, boisterous, convenient and privilege .		
I can locate and record relevant information from non-fiction texts, using techniques such as scanning.		
<u>Comments and achievements:</u>		



Reading Card: 6 Developing

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude towards reading.		
I can identify features of presentation e.g. columns and bullet points , and can explain how they help the reader.		
I can work out the meaning of new words by using my knowledge of root words, prefixes and suffixes e.g. consider / considerable / inconsiderate .		
I can talk about the effect of figurative language on the reader, using details from the text to help me explain.		
I can recognise and read a range of words ending with ible and able .		
I can confidently and regularly use a dictionary to look up new words.		
I can read a wide range of words ending with suffixes e.g. ent, ence, ency, ant, ance, ancy .		
I can clearly explain the meaning of interesting vocabulary in the text.		
I can describe the atmosphere of a setting or event, justifying my view using the text.		
I can read and understand a wide range of challenging homophones e.g. aisle/isle, morning/mourning, stationery/stationary .		
I can use my detective skills to work out challenging inferences such as what characters think and feel, or why they have done something, even when this is not obvious.		
I can use my close-reading skills to understand the text fully, and when to skim or scan the text for quick information.		
I read fluently and confidently, understanding as I read.		
I pronounce near homophones correctly, such as advice/advise, prophecy /prophecy, farther/further, precede/proceed and I know what they mean.		
Comments and achievements:		



Reading Card: 6 Embedded

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude and enthusiasm towards reading.		
I can work out the meaning of new words by using my knowledge of root words and affixes e.g. tolerate/tolerance and substance/substantial and can explain how the affix changes the meaning.		
I can confidently join in discussion about books, expressing my opinion and building on the ideas of other people by making new suggestions or politely challenging their views.		
I can regularly justify my viewpoint by using details in the text.		
I can read or recite texts aloud to an audience, using the right tone and volume, and varying my expression to make the meaning clear.		
I can confidently summarise the main ideas across more than one paragraph of a text and can find the key details which back up my ideas.		
I can use various reading strategies to find information in non-fiction texts, including reference books and text books and can find creative ways to explain, present and record my discoveries.		
I can successfully sort out fact from opinion and can explain why it is sometimes difficult to distinguish between the two.		
I can make credible predictions which are based securely on information given in the text.		
I can find hidden inferences in quite challenging texts and I also notice a play on words, a joke or a double meaning.		
I can make detailed comparisons between different sections of a text, or between one text and another.		
I can discuss the effect and impact of figurative language on the reader e.g. simile , metaphor , personification and imagery and can explain why a simile is, or is not, suitable.		
I can discuss and explore my understanding of challenging vocabulary in context, identifying its finer meaning.		
I show that I have learned a wide range of poetry by heart.		
<u>Comments and achievements:</u>		



Reading Card: 6 Mastery

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher
I can maintain a positive attitude to reading a wide range of sophisticated and challenging texts, including modern fiction, texts from our literary heritage and other cultures, myths, legends, poetry, plays, and non-fiction.		
I can recommend books to other people, giving detailed reasons based on those texts.		
I can embed quotations and references into my sentences.		
I can understand and comment on different layers of meaning.		
I notice obscure, underlying themes. These might include, for example, jealousy, humour, fear or vengeance; parallel ideas; cause and effect; parental love; regret.		
I can comment on the language, structure and presentation features in texts, including rhetic, idiom, sub-plot, cliffhanger, formal / informal styles, and the fashioning of sentences to mimic their meaning or to produce an effect.		
I can work out and explain what the writer is trying to achieve by choosing certain words and sentences to have an impact on the reader.		
I can explain the writer's purpose and effects.		
I can ask probing questions or pose a hypothesis e.g. What if the wind had changed direction? / Supposing the character had sat on a bee... / I'd like to suggest that...		
I can make comparisons between the ideas and language used between writers.		
I can offer a personal response.		
I can comment on the themes used by the writer confidently.		
I can understand the stylistic features of a range of texts, including fiction and non-fiction pieces.		
<u>Comments and achievements:</u>		



Reading Card: EYFS Revision

Name: _____

Class/Year group: _____

These are the targets on which I am currently working:

Objectives	Pupil	Teacher (supported)	Teacher (Independent)
I can recognise: m, a, s, d and t .			
I can blend m, a, s, d and t to read words.			
I can recognise: i, n, p, g and o .			
I can blend i, n, p and o to read words.			
I can recognise: c, k, u and b .			
I can blend c, k, u and b to read words.			
I can recognise: f, e, l, h and sh .			
I can blend f, e, l, h and sh to read words.			
I can recognise: r, j, v, y and w .			
I can blend r, j, v, y and w to read words.			
I can recognise: th, z, ch, qu, x, ng and nk .			
I can blend th, z, ch, qu, x, ng and nk to read words.			
I can listen with pleasure to a range of books including poems, stories and non-fiction.			
I can recall a main event from a story.			
I can give an opinion of a story that is read to me.			
I can recognise the title of a story, poem or non-fiction text.			
I can read the first 30 high frequency words.			

Comments and achievements: