Word Reading

Comprehension

Spoken Language

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for sticking

EES for schools

Steps

Band 3 - English Reading

Word Reading, Comprehension, Spoken Language

Name _____

Class _____

Target Tracker

Version 1.0

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Word Reading

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.

I can read further exception words including words, that do not follow spelling patterns.

Comprehension

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

I can show that I enjoy reading by reading lots of different types of books.

I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.

I can tell you what a book that I am reading is about.

I can read aloud poems and perform play scripts.

I can discuss words that excite me in the books that I read.

I can understand what I have read, checking that it makes sense by talking to others about it.

I can ask questions about the texts that I have read to help me understand them.

I can work out what a character in a book is feeling by the actions they take and can explain how I know.

I can predict what might happen from clues in what I have read.

I can tell someone about the main ideas in a paragraph.

I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.

I can use non-fiction texts to find out information on a subject.

I can talk about books and poems and I can take turns in telling people about them.

Spoken Language

I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.

I can talk about words and phrases that capture the reader's interest and imagination.

I can ask questions to improve my understanding of a text.

I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.

I can make up and repeat sentences aloud (including conversations).

I can read aloud my own writing, controlling the tone and volume of my voice so that the meaning is clear.

I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

I can describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.

I can ask relevant questions and use different types of scientific enquiries to answer them.

I can make a spoken report on findings from scientific enquiries.

I can use relevant scientific language to discuss my ideas and communicate findings in ways that are appropriate for different audiences.