Stage 6 Reading Target Card

Names:

Word Reading/Decoding	Reading for Pleasure	Prediction	Clarifying	Questioning	Summarising	Language for Effect	Themes and Conventions
I can read words on the Year 5/6 word list.	I can continue to read and discuss understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.	I can predict what might happen in increasingly complex texts by using evidence from the text.	I can explain characters' feelings, thoughts or reasons for their actions.	I can ask and answer specific and reasoned questions to improve my understanding.	I can fully explain my views with reasons and evidence from the text.	I know how language, structure and presentation contribute to meaning of a text.	I can identify and discuss themes and conventions in and across a wide range of writing with reasoning.
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I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and understand the meaning of new words I meet.	I can read, enjoy and understand a wide range of books, including from our literacy heritage and books from other cultures and traditions.		I can tell the difference between statements of fact and opinion.		I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.	I can talk about how authors use language, including figurative language and the impact it has on the reader.	I can read, enjoy, understand and discuss books that are written by different authors in different styles.
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I can understand what I am reading by checking that the book makes sense and finding the meaning of new words.	I can read, understand and learn from a wide range of poetry and can learn longer poems by heart.		I can justify inferences with evidence from the text.		I can find and write down facts and information from non-fiction texts.		I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.
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When reading fluently and accurately, I can adjust the pace of my reading to add excitement, show awareness of the listener and use silences to create effect.	I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tine and volume so that meaning is clear to an audience.		I can explain how the grammar and punctuation in a text helps with clarity.		I can participate in discussions about books that are read to me and those that can be read by myself, building on my own and others' ideas and challenging views courteously.		**Audience and Purpose** I can identify the purpose and audience of the text (e.g. stories to entertain, letters to persuade and instructions to inform)
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	I can prepare my own compositions to audiences, using appropriate intonation, volume and movement so that the meaning is clear.				I can show my understanding of texts and poems through presentations and debates drawing upon notes I have created.		I can evaluate how effective the purpose is of a text.
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