



Fluency

Metalinguistic Awareness

Concepts about print

1. I am learning to identify the front and back of a book.
2. I am learning to hold the book and turn the pages the right way.
3. I am learning to know where I should start reading from.
4. I am learning to know that words do not change.
5. I am learning that the print on the page carries a message.
6. I am learning that the words relate to the pictures.
7. I am learning to know the difference between words and pictures.
8. I am learning to show the title and author of a book.
9. I am learning to show a full stop.
10. I am learning to identify a question mark.
11. I am learning to identify a comma.
12. I am learning to identify speech marks.
13. I am learning to identify dialogue as the text between the speaking marks.

Directionality

14. I am learning to read from left to right.
15. I am learning which way to go when I read (return sweep).
16. I am learning to track with my eyes and skim ahead.

Letter and letter-sound relationships

17. I am learning to hear the sounds in a word.
18. I am learning my letter names and sounds.
19. I am learning to find words that start with a sound.
20. I am learning to tell the difference between capital letters and lower case letters.
21. I am learning to know the difference between a letter, word, space and picture.
22. I am learning to find two words that are the same.
23. I am learning to hear the sounds in a blend.

One-to-one matching

24. I am learning to point to the words when I read matching spoken to written words.
25. I am learning to use strategies to help me track words e.g. pointing, ruler, word viewer.

Early Reading

26. I am learning to tell a story using pictures to help me.
27. I am learning to read repetitive texts using the pictures to help me.
28. I am learning to remember the repeating part of a text to read words.

Sight Words

1. I am learning this many sight words.
2. I am learning to read my sight words in texts.

Self Monitoring

Decoding: Phonetic Fix up Strategies

1. I am learning to hear the onset and rime in a word.
2. I am learning to identify onset and rime in a word.
3. I am learning to orally rhyme words.
4. I am learning to match rhyming words.

5. I am learning to use pictures to help me work out words.
6. I am learning to use the first letter sound to help me work out the word.
7. I am learning to blend the beginning, middle and end sounds in cvc words.
8. I am learning to identify short and long vowel sounds.
9. I am learning to use common letter combinations to work out words e.g. er, th, sh, ing (chunking and segmenting).
10. I am learning to segment words into sounds, chunks, syllables, prefixes/suffixes, compounds.

Decoding: Meaning Fix-up Strategies

1. I am learning to reread to work out the meaning of a word.
2. I am learning to reread a sentence when meaning breaks down to help me with fluency.
3. I am learning to read on to make meaning.
4. I am learning to slow down my reading rate to help to understand the meanings of words.
5. I am learning to ask about words I don't know.
6. I am learning to know when meaning breaks down.
7. I am learning to stop, think and chose a fix up strategy when meaning breaks down.
8. I am learning to use grammar cues to know when to self-correct.
9. I am learning to talk about the strategies I use to help me understand the text.

Expression and Phrasing

1. I am learning to use an appropriate volume when reading.
2. I am learning to demonstrate that a full stop means I pause and my voice goes down.
3. I am learning to read at a steady rate with repeated reading.
4. I am learning to read dialogue with a different voice.
5. I am learning to use expression to represent multiple characters when I read.
6. I am learning to use punctuation and font to inform my expression.
7. I am learning to change my voice to suit the text type.
8. I am learning to use appropriate pause for emphasis when I read out loud.
9. I am learning to adjust my pace and expression to create excitement and tension when reading.
10. With rehearsal, I am learning to present a dramatic performance of a reading to show author's intent.

A Broad and Deep Vocabulary

1. I am learning to use a dictionary and a thesaurus effectively to understand the meaning of unfamiliar or more complex words.
2. I am learning that words can have different meanings in different contexts (homonyms).
3. I am learning to use prefixes and suffixes to help me understand the meanings of words.
4. I am learning to use my knowledge of Greek or Latin roots to work out what a word means.
5. I am learning to use literary devices to help me understand texts e.g. similes, metaphors, idioms, colloquialisms, satire.

Active Comprehension

Activating prior knowledge

1. I am learning to use pictures to remind me of something else I know.
2. I am learning to use the title to remind me of something else I know.
3. I am learning to use my own knowledge and experiences to make links to the text.

Predicting – Before reading

1. I am learning to say what the picture and words on the front of a book tell me about the book.
2. Before reading, I am learning to use the title and illustrations to predict what this text will be about.
3. Before reading, I am learning to read the blurb to predict what this text will be about.

4. Before reading, I am learning to use my knowledge of text types to predict the purpose of the text e.g. imaginative, informative and persuasive.
5. Before reading, I am learning to use chapter titles to predict what the text will be about.
6. Before reading, I am learning to use sub-headings to predict what the text will be about.

Predicting – During Reading

1. During reading, I am learning to use what I have read so far to predict what will happen next.
2. During reading, I am learning to confirm or alter my predictions.

Predicting – After Reading

1. I am learning to revisit my predictions after reading.

Making Connections

1. I am learning to react to environmental print e.g. that says my name, or that is how old I am.
2. I am learning to talk about how the text reminds me of something in my life
3. I am learning to make connections between the characters and my own personal experiences.
4. I am learning to make connections between the text and other texts I have read.
5. I am learning to make connections between the text and the wider world e.g. something in the news, wider social issues etc.
6. I am learning to track characters with their relative pronouns.

Visualising

1. I am learning to use words from a text to make a picture in my mind.
2. I am learning to use words from the text to draw a story map.

Summarising

*** Learning goals can be attached to any text type.**

1. I am learning to talk about what I have read.*
2. I am learning to retell a simple sequence of events in a story in the correct order.
3. I am learning to identify the problem and solution in a narrative text.
4. I am learning to identify key words and phrases.*
5. I am learning to identify topic sentences.
6. I am learning to identify the main idea of a paragraph.
7. I am learning to use a graphic organiser to record key facts/ ideas.*
8. I am learning to use key facts from a graphic organiser to write a summary on a summary frame. *
9. I am learning to use a graphic organiser to write a summary. *
10. I am learning to record complex plots in fiction texts.
11. I am learning to identify the theme of a text.

Questioning

1. I am learning to go back to the text to find the answer.
2. I am learning to identify right there questions.
3. I am learning to use 'right there' thinking to locate answers that are in one place in the text.
4. I am learning to ask 'right there' questions.
5. I am learning to identify 'think and search' questions.
6. I am learning to use think and search to find answers from different places in the text.
7. I am learning to ask 'think and search' questions.
8. I am learning to identify 'author and me' questions.
9. I am learning to use the information in the text and my own knowledge to find answers.
10. I am learning to ask 'author and me' questions.
11. I can identify 'on my own' questions.
12. I am learning to learn to use my background knowledge to answer questions.
13. I am learning to ask 'on my own' questions.

Inferring

Fiction

1. I am learning to use illustrations to infer settings, character traits, feelings and plots.
2. I am learning to use clues in the text to infer a character's actions.
3. I am learning to use clues in the text to infer a character's feelings.
4. I am learning to use clues in the text to understand the relationships between characters.

Non-fiction

1. I am learning to use clues in the text to infer information about a non-fiction topic.

Both

1. I am learning to identify the humour in a text.
2. I am learning to identify the text features that create humour in texts.
3. I am learning to use more than one piece of evidence from the text to justify an inference.
4. I am learning to infer an author's point of view.

Knowledge of Text and Text Features

1. I am learning to tell if a text is fiction or non-fiction.
2. I am learning that stories have a beginning, middle and end.
3. I am learning to talk about the purposes of texts.
4. I am learning to identify a text type by their features.
5. I am learning to talk about the features of a range of information texts.
6. I am learning to compare and contrast an information book and a story book.
7. I am learning to name different text types and give some examples where/how you use it e.g. list, recipe, information book.
8. I am learning to use text features to locate information.
9. I am learning to compare the text structures of different texts types.
10. I am learning to use my knowledge of text types and purposes to predict what the text will be about.
11. I am learning to identify what is real and what is make believe in a narrative text.
12. I am learning to discuss the features of a text in relation to author's purpose.
13. I am learning to discuss and justify my personal preferences about a text in terms of its text features.
14. I am learning to use organisations of non-fiction texts.
15. I am learning to use complex organisations of non-fiction texts.