

SRS Achievement Statements



مدرسة البحث العلمي
THE SCHOOL OF RESEARCH SCIENCE

Reading

Curriculum Codes

You will notice that each target has a code next to it, like this example below:

	d	I can recognise alternative sounds for graphemes
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This is the curriculum code – which is explained in the table below. It indicates the National Curriculum sub-area that the target relates to. If it is highlighted yellow, it is one of the Power Statements.

Code	What it means
D	<p style="text-align: center;">Decoding</p> <p>Decoding is the process of understanding how to say and read each word. It is built on your knowledge of phonics, and as you become a more advanced reader, you add other decoding skills to your set.</p>
C	<p style="text-align: center;">Comprehension</p> <p>This is the way in which you read whole sentences, paragraphs and books and understand the meaning. Your understanding allows you to tell someone about what you have read, and to understand messages in the text by making links with what you have read and what you already know.</p>

Links have been made between ELGs and Y1 statements to aid transition from EYFS to KS1 and to inform planning for pupils who are not yet secure in aspects of the ELG. If a child is not yet ready to access the Y1 curriculum, he or she should continue to be taught and assessed against the EYFS curriculum until the end of Y1, at which time their progress will be measured using the P scales.

In EYFS, “Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.”

ELG 01 Listening and Attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer

'how' and 'why' questions about their experiences and in response to stories or events.

ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

P Scales

Foundational Targets		I am accurate	I am quick	I can apply it
D	I can listen and respond to familiar rhymes, songs and stories			
D	I can match objects to pictures			
D	I can recognise or read a few familiar words			
D	I can recognise or read a growing number of familiar words including my own name			
D	I can recognise at least half the letters of the alphabet by shape, name or sound			
D	I can associate sounds with patterns in rhymes			
D	I can associate sounds with syllables			
D	I can associate sounds with words or symbols.			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I show some understanding of how books work by turning pages and holding the book the right way up.			
C	I can answer basic questions about a story.			
C	I can predict what comes next in a story or fill in the gaps if someone stops reading			
C	I know the difference between print or symbols and pictures			
C	I understand that we read from left to right and top to bottom of a page			
C	I understand that we turn the pages from left to right as we read a book			
C	I know that my name is made up of letters.			

Year 1 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
D	I can recognise and say the correct sound to graphemes for all 40+ graphemes (Links to ELG 9)			
D	I can recognise alternative sounds for graphemes (Links to ELG 9)			
D	I can blend sounds to read unfamiliar words containing the GPCs I have been taught (Links to ELG 9)			
D	I can read common exception words (Links to ELG 9)			
D	I can read words with common GPCs that end with –s, –es, –ing, –ed, –er and –est			
D	I can read words of more than one syllable that contain GPCs I have learnt			
D	I can read contracted words and understand that the apostrophe shows me where letters have been missed out			
D	I can read at an age equivalent level of 6 years or more (as measured on a normative test)			
D	I can read aloud a familiar text at my level at a rate of 20 words per minute			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can read accurately from books that contain words with GPCs I have been taught (Links to ELG 9)			
C	I can tell if a sentence I have read does not make sense			
C	I can follow a range of simple texts when they are read to me			
C	I can work out what might happen next in the story I am reading			
C	I can sit quietly and pay attention to a story (Links to ELG 1)			
C	I can talk about some of the events in a story (Links to ELG 2)			
C	I can talk about why the book has the title that it does			
C	I join in with parts of familiar texts, especially repeated parts or rhymes			
C	I can remember and recite some simple rhymes and poems			

C	I can talk about a book I like or dislike and say why (Links to ELG 9)			
C	I can talk about the meanings of some words			
C	I can answer simple questions about the books I have read (Links to ELG 9)			
C	I can work out what might happen next in the story I am reading			
C	I can talk about how a text I listen to or read links with my own experience			
C	I can re-tell fairy stories and traditional tales and talk about what happens in them			
C	I can make simple deductions from what people say or do in a story			
C	I can find some parts of texts I have read			
C	I can pause my reading at a full stop			

Year 2 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
D	I can read at an age equivalent level of 7 years and 8 months or more (as measured on a normative test)			
D	I can read aloud a familiar text at my level at a rate of 70 words per minute			
D	I can decode words quickly and fluently using GPCs			
D	I can read words of one syllable by blending sounds in words			
D	I can read 100 high frequency irregular words			
D	I can recognise and read alternative sounds for graphemes			
D	I can read words of two or more syllables by blending sounds in words			
D	I can read words containing common suffixes			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can use information in the text to talk about a story I am reading or listening to			
C	I can ask and answer questions about a text			
C	I can make inferences from what it being said or done in a story			
C	I can talk about a part of a story and explain why I liked it			
C	I can re-tell a range of familiar stories			
C	I can recite a range of poems, using intonation to help make the meaning clear			
C	I can give examples of some phrases and sentences that appear in a lot of stories (e.g. Once upon a time ...)			
C	I can talk about the plot, setting and characters in familiar and unfamiliar books			
C	I can talk about my favourite words and phrases in a range of texts			
C	I can tell the difference between fact and opinion			
C	I can express an opinion about the way a story is unfolding			
C	I can use the meanings of words I know to try to understand the meaning of an unfamiliar word			

C	I can notice when reading does not make sense and take appropriate action			
C	I can self-correct, look backwards and forwards in text when I am reading			
C	I can talk about the sequence of events in books and how they are linked to one another			
C	I can give my own opinion about events and action within the text			
C	I can talk about things that might have happened and make predictions			
C	I can comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information			
C	I can refer to parts of the text to help me explain what I enjoyed and did not enjoy about the book I have read			

Year 3 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
D	I can read at an age equivalent level of 8 years and 9 months or more (as measured on a normative test)			
D	I can read aloud a familiar text at my level at a rate of 100 words per minute			
D	I can use my knowledge of root word, prefixes and suffixes to read aloud accurately.			
C	I can use my knowledge of root word, prefixes and suffixes to understand the meanings of new words.			
C	I can use a dictionary to speedily look up an unknown word or its spelling			
C	I can use a contents page, index, chapters, headings and glossary to locate a place or information			
C	I can retell a story or relate instructions from a text that I have read			
C	I can find and tell the main arguments for or against a particular point of view in a text			
C	I can explain in my own words a book's message or main theme			
C	I can ask questions which will help me to better understand a text			
C	I can use the details in a text to help me predict what might happen			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can use appropriate expression in my reading			
C	I can alter my voice when reading something exciting, humorous or emotional			
C	I can read aloud clearly so that the audience can hear me			
C	I can use actions to support my audience's understanding when I read aloud			
C	I can use examples to support my point of view in a text			
C	I can retell stories I have heard or read from a wide range of books			
C	I can describe how suspense is built up in a story through the plot			
C	I can take part in discussions about books, taking turns, listening and responding to others			
C	I can tell people about my reading preferences both by naming the author and talking about the types of stories I like			

Year 4 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
D	I can read at an age equivalent level of 9 years and 8 months or more (as measured on a normative test)			
D	I can read aloud a familiar text at my level at a rate of 110 words per minute			
D	I can read a range of texts fluently and accurately			
D	I can identify unusual matches between spellings and sounds to help me read exception words			
C	I can summarise the main ideas in a text			
C	I can identify themes in a wide range of books			
C	I can identify conventions in a wide range of books			
C	I can recognise some different forms of poetry (e.g. free verse, narrative)			
C	I can check that what I am reading makes sense			
C	I can talk about the meaning of new words within a sentence			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I use pauses as well as my body language to generate maximum effect when I am reading aloud			
C	I can explain what type of text I am reading and describe some of its features (e.g. fiction, poetry, play, non-fiction)			
C	I can find what I need in a book by searching quickly for key words or phrases			
C	I can justify my predictions about a text through talking about what I noticed so far			
C	I can compare different versions of the same myth and legend			
C	I can name and describe some similarities and differences between books I have read			
C	I can describe some similarities and differences between poems I have read			
C	I can point to ways in which an author has used different types of sentences to help the reader understand the message in a text			
C	I can say why a writer has chosen key words and phrases to capture the reader's interest			

Year 5 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
D	I can read at an age equivalent level of 10 years and 7 months or more (as measured on a normative test)			
D	I can read aloud a familiar text at my level at a rate of 120 words per minute			
C	I can apply what I know about prefixes, suffixes and root words to work out the meaning of unfamiliar words			
C	I am able to skim materials to gain an overview of the text			
C	I can locate and use information from a range of sources, both fiction and non-fiction			
C	I can learn poems by heart and recite them with expression that enhances their meaning			
C	I can select and give the main points of an information text			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can recommend books to my friends, giving reasons for my choices.			
C	I can explore figurative language and the way it can convey meaning			
C	I can use more than one source of evidence in my research			
C	I can deduce from the evidence in the text what the characters are like and why they react as they do.			
C	I can point to ways a writer sets out to persuade a reader			
C	I can say something about the way a writer describes characters that are not literal e.g. through details or the language used			
C	I can explain my thoughts and use points raised from two different perspectives to help clarify ideas e.g. on the one hand... On the other...			
C	I can use a range of technical terms to describe what I read including metaphor, simile, analogy, imagery, style and effect			
C	I can give an antonym, a synonym and examples of the usage of a wide range of words			
C	I can summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters			
C	I can point to features of a text that show bias in persuasive writing, including in articles and advertisements			
C	I can point to ways an author has used language precisely to get across a point of view			
c	I can explain similarities and differences between different versions of a story or text			

Year 6 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
C	I can use a range of strategies to condense the main points in a text			
D	I can read at an age equivalent level of 11 years and 8 months or more (as measured on a normative test)			
D	I can read aloud a familiar text at my level at a rate of 140 words per minute			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can read with great expression, showing awareness of the listener and using pauses, emphases and pacing			
C	I can ask questions which improve my understanding of a text			
C	I can answer questions that require to think beyond the text			
C	I can provide reasoned justifications for my views			
C	I can make reference to a text to support my ideas and opinions			
C	I can distinguish between fact and opinion and explain how I know			
C	I can infer the feelings of the main characters e.g. unhappy, angry or stressed.			
C	I can deduce what a person in a story is thinking even when they have not stated something outright			
C	I can talk about an author's techniques for describing characters, settings and actions			
C	I can predict what might happen next from the stated and implied details in a text			
C	I use skimming, scanning and note-taking to identify the key points in a text.			
C	I can point to language that is expressive, figurative or descriptive and creates effects in poetry and prose			
C	I can explain my understanding of words in context			
C	I can take part in discussions about books, building on the ideas of others and challenging their views courteously			
C	I can explain my understanding of what I have read through formal presentations, maintaining focus on the topic and using notes, where necessary			
C	I can explain my understanding of what I have read in a debate, maintaining focus on the topic and using notes, where necessary			

Beyond Year 6 Achievement Statements

Foundational Targets		I am accurate	I am quick	I can apply it
D	I can read at an age equivalent level of 13 or more (as measured on a normative test)			
D	I can read aloud a familiar text at my level at a rate of 150 words per minute			
C	I can explain implied meaning by making reference to text			
C	I can read fluently and expressively, adjusting my tone of voice when necessary			
C	I can read an entirely new information or fiction text to myself using strategies and a dictionary to work out unknown vocabulary			

Conceptual Targets		I am accurate	I am quick	I can apply it
C	I can select relevant information and identify key features, themes and characters from a range of appropriate texts			
C	I can give convincing answers to questions about a text by drawing on textual evidence			
C	I can keep good notes so that I can summarise the main points of the text			
C	I can point to ways an author controls the pace of a story to manipulate suspense			
C	I can point to ways an author has used Standard English, colloquialism or dialect according to suit the writer's intentions			
C	I can 'read between the lines' in texts and use quotations and other evidence to back up my judgements			
C	I can identify a range of poetic conventions			
C	I can explain why particular conventions have been used in particular poems			
C	I can describe how an author has organised and composed a text to have an effect on the reader			
C	I can point to the way an author has managed detail and sequence to sustain the reader's interest e.g. conflict or relationship between characters			
C	I can talk about the enduring qualities of a classic book			
C	I can reference my comments about a text to appropriate information and quotations in a text			
C	I can talk about the way a text may have meanings at more than one level			
C	I can explore some textual conventions or features as used by writers from different periods			
C	I can explain how the work of dramatists is communicated through performance and how alternative staging supports different interpretations of the same play			