



Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

I can use the sounds I know to decode words automatically and my reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.

I can read and blend all sounds I have been taught.

Recognise alternative sounds for graphemes.

I can recognise alternative sounds for letters or groups of letters.

Read accurately words of two or more syllables that contain graphemes taught so far.

I can read words of two or more syllables that contain sounds I have been taught.

Read words containing common suffixes.

I can read words containing common suffixes.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

I can read further common exception words and see where the sounds do not match.

Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding

I can read most words quickly and accurately without needing to sound and blend words I have seen before.

Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

I can read aloud books within my reading level, without making many errors, and sound out new words without long pauses.

Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

I can re-read books, sounding out new words correctly to improve my speed and confidence.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.

I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.

I can enjoy reading, and discussing the order of events in books and how items of information are related.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.

Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.

I can enjoy reading by recognising repeated themes and ideas in stories and poems.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.

I can talk about my favourite words and phrases.

Comprehension cont

Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.

I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.

I can spot if a word has been read wrongly by following the sense of the text.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.

I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.

Make inferences on the basis of what is said and done in a book he/she is reading independently.

I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.

I can ask and answer questions about the books or stories I am reading and make links.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.

I can say what might happen next in a story based on what has happened so far.

Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.

I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.

Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.

I can explain what I think about books, poems and other material that I have read or heard.

Explain what has happened so far in what he/she has read

I can explain what has happened so far in what I have read

Spoken Language

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.

I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.

Discuss the sequence of events in books and how items of information are related

I can discuss the order of events in books and how items of information are related

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.

Discuss his/her favourite words and phrases.

I can discuss my favourite words and phrases.

Answer and ask questions.

I can answer and ask questions.

Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say

I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say

Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself

I can explain and discuss my understanding of books, poems and other material

Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about

I can improve my writing by planning or saying out loud what I am going to write about

