

APS	(AF1) - decoding	(AF2) - understanding	(AF3) - inference Prediction	(AF4) - non-fiction	(AF5) - authorial intent word meanings	(AF6) - discussing reading
YR1	I am developing an interest in books	I can join in with rhyming and rhythmic activities I can remember learned responses over increasing periods of time and may anticipate known events; pre-empting sounds or actions in familiar poems I can actively explore objects and events for more extended periods; turning the pages in a book shared with another person				
YR2	I know that print conveys meaning I can sit calmly to listen to a story I can listen and respond to familiar stories and poems, one to one and also in small groups (10) I can react when listening to a story; facial animation	I can show some understanding of how books work; turning pages and holding the book the right way up I can recognise some books by their cover I can show an awareness of rhyme and alliteration I can recognise rhythm in spoken words I can listen and respond to familiar rhymes and stories	I can regularly anticipates events in a well-known text			I can show a preference for a specific book from a small selection presented

		<p>I can begin to say one or two familiar words from a story or rhyme</p> <p>I can begin to anticipate word in a familiar text and complete phrases; "I'll huff and I'll ....."</p>				
YR3	<p>I can recognise a few familiar words</p> <p>I can link at least ten sounds to letters, including the initial sound of my name</p> <p>I can select a few words, symbols or pictures with which I am particularly familiar</p> <p>I can derive some meaning from text, symbols or pictures presented in a way familiar to me</p> <p>I can select my own name card</p> <p>I can begin to recognise some environmental text, signs or symbols</p> <p>I can name objects in picture books</p> <p>I can use a noun and adjective to tell an adult how to label a picture from the book; red cup / big bear</p>	<p>I can match my name to my picture</p> <p>I can play a simple picture lotto game matching pictures or objects</p> <p>I can match a picture of a character to one in my book</p> <p>I can join in with story language; "Once upon a time...Happy ever after"</p> <p>I can repeat / join in with familiar phrases, such as "Fee, Fie, Foe, Fum"</p> <p>I can sequence two or three pictures from a story</p> <p>I can look for a specific object in a book</p> <p>I can look at a picture and answers questions with two a key-word utterance or sign, such as "Big dog"</p> <p>I can use pictorial cues when sharing a book or</p>	<p>I can join in with actions in a familiar story or rhyme, such as knocking on the door of the little pig's house at the appropriate time</p>			<p>I can comment on a story; "It's funny"</p>

		'reading'; pointing to a picture and using this to re-tell part of the story				
YR4	<p>I can recognise my own name and I am aware of my name on personal possessions and books</p> <p>I know that, in English, print is read from left to right and top to bottom</p> <p>I can link sounds to letters, naming and sounding letters of the alphabet</p> <p>I can select and recognise or read up to ten words or symbols linked to a familiar vocabulary; names, people, objects or actions</p> <p>I can select and recognise key words and objects in school home context</p> <p>I can show understanding of some prepositions</p>	<p>I can match letters.</p> <p>I can match short words, such as "cat", "dog", "ball</p> <p>I can find familiar words around the classroom and recognise that they match the same word in a text</p> <p>I can recognise when a significant word, sign or symbol is omitted from a familiar story</p>	<p>I can finish lines of familiar repetitive text</p> <p>I can anticipate words, signs or symbols in a familiar story</p>	<p>I am aware of the sequence of a familiar story</p>		
YR5	<p>I can choose a favourite book and indicate I would like an adult to read it</p> <p>I can show an understanding of a story; noticing when a</p>	<p>I can understand the conventions of reading; following text left to right, top to bottom and page following page</p> <p>I can hold a book correctly and carefully</p>	<p>I can predict elements of a narrative; when the adult stops reading, I can fill in the missing word/s</p> <p>I can predict what will happen in a repetitive story</p>	<p>I can show an understanding of the elements of stories, such as main character, sequence of events and openings</p> <p>I can understand simple story conventions such</p>		<p>I can link events in stories to my own experience; "I've got a rabbit like that"</p>

	<p>page is missed out of a familiar book</p> <p>I can distinguish between print or symbols and pictures in texts</p> <p>I can point to words in a shared text as opposed to symbols and pictures</p> <p>I am beginning to use some phonic skills, but tend to guess first rather than working from the initial sound</p> <p>I can hear and say the sounds in words; three sound CVC but also words like s p o o n</p> <p>I can recognise some words by shape or sound</p> <p>I can frequently look at and reread known words and phrases from a variety of familiar texts.</p>	<p>I can recognise the front and back cover</p> <p>I can locate the title</p> <p>I can understand that books/texts are created by writers</p> <p>I can enjoy sharing books with an adult</p> <p>I can "read" a book, retelling the story using pictures as prompts</p> <p>I can talk about stories</p> <p>I show an understanding of events in a familiar rhyme or story</p> <p>I can recite rhymes and sing songs</p>	<p>I can suggest how the story might end</p> <p>I can use repetitive passage when "reading" independently</p> <p>I can predict the storyline and some vocabulary, aided by the illustrations</p>	<p>as the terms character, beginning and end</p>		
YR6	<p>I can sound and name up to half the letters of the alphabet in upper and lower case.</p> <p>I can associate sounds with patterns in rhymes, with syllables and with words or symbols</p> <p>I can read a range of familiar and common words and simple</p>	<p>I can locate and recall title</p> <p>I can be focused on expressing the meaning of a story rather than reading the words accurately</p> <p>I can identify odd words out in a rhyming string; cat fat, rat, dog</p> <p>I can continue a rhyming string</p>	<p>I can make more detailed predictions based on illustrations, pictures, story content and title</p>	<p>I can sequences a simple story or event</p> <p>I can show understanding of how information can be found in non fiction texts, to answer questions about where, who, why and how</p>		<p>I can comment on a story</p>

	<p>sentences independently; including my own names</p> <p>I can point to and read labels, captions, names - of children in class or names of a character in a story.</p> <p>I can segment and blend sounds in words</p> <p>I can use blending as the prime approach to read some familiar some unfamiliar words</p> <p>I can read and understand simple sentences. (ELG)</p> <p>I can use phonic knowledge to decode regular words and read them aloud accurately. (ELG)</p> <p>I can read some common irregular words (ELG)</p>	<p>I can find words that rhyme with a given word</p> <p>I can identify the subject matter of a book by using titles and illustrations; "it's a book about..."</p> <p>I can notice when a familiar phrase or sentence is muddled up or a word omitted, and I am able to correct "mistakes"</p> <p>I can describe pictures</p> <p>I can demonstrate understanding when talking with others about what I have read (ELG)</p>				
Y1 Red 1	<p><b>In some reading, usually with support:</b></p> <p>I have some awareness of punctuation marks; pausing at full stops</p> <p>I know and can identify the name and sounds of all letters</p> <p>I can read identified high frequency words appearing in yellow banded books</p>	<p><b>In some reading, usually with support:</b></p> <p>I can locate some pages / sections of interest; favourite characters / events / information / pictures</p> <p>I can follow simple texts when they are read to me</p> <p>I can talk about what a story is about</p>	<p><b>In some reading, usually with support:</b></p> <p>I can show reasonable inference at a basic level</p> <p>I can search for information in print to predict, confirm or attempt new words while reading</p> <p>I can show a good understanding of simple</p>	<p><b>In some reading, usually with support:</b></p> <p>I can show some awareness of the meaning of simple text features; font style, labels, titles</p> <p>I can recall the main points of a recount in the correct sequence</p> <p>I can show my understand by correctly</p>	<p><b>In some reading, usually with support:</b></p> <p>I can comment on the obvious features of language; rhymes and refrains, significant words and phrases</p>	<p><b>In some reading, usually with support:</b></p> <p>I can be encouraged to link what I have read or hear read to my own experiences; 'I had a new bike'</p> <p>I can express my response to familiar texts by identifying aspects which I like and dislike/funny / sad in a</p>

	<p>I can establish meaning when reading aloud simple sentences</p> <p>I can apply phonic knowledge and skills as the route to decode words</p> <p>I can read, on sight, high frequency words; letters and sounds phase four</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>I can read but with hesitation, at a slow pace and with limited expression</p>	<p>I can recall the main points of a simple shared text</p> <p>I can talk about the themes of simple texts; good over evil</p> <p>I can talk about the main character in a story</p>	<p>stories and can make predictions about what might happen next</p> <p>I can identify the subject of a non-fiction book; cats</p> <p>I can read some headings and talk about the size of letters</p> <p>I can ask questions about the books I read if I need help</p>	<p>using terms referring to the conventions of print; book, cover, beginning, end, page, word, letter, line</p> <p>I can show some awareness of presentation features of a simple text, such as font styles, labels titles</p>		<p>story/laugh / look worried</p> <p>I can return to favourite books, songs, rhyme to be re-read and enjoyed</p>
Red 2	<p>I can read with confidence and accurately a known simple book</p> <p>I enjoy an increasing range of books</p> <p>I can take more note of punctuation when reading</p> <p>I can use expression as I read to help me to check the sense of the text</p> <p>I can read common exception words</p>	<p><b>In some reading, usually with support:</b></p> <p>I can recall some simple points from familiar texts</p> <p>I can recall some details about a character's appearance</p> <p>I can locate the names or actions of a character or event in a story</p> <p>I can talk confidently about events in a story, using picture cues as prompts</p>	<p><b>In some reading, usually with support:</b></p> <p>I can identifying who is speaking in a story</p> <p>comments / questions about meaning of parts of text</p> <p>I can make simple inference about a character's feelings, based on words rather than picture cues</p> <p>I can comment in detail on pictures and photographs in the text, recalling known information</p>	<p>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently</p> <p>I can say if a book is a story or information text</p> <p>I can begin to talk about the differences between fiction and non-fiction.</p> <p>I can identify bullet points and numbers in instruction texts</p>	<p>I can notice the way a word is written on a page and can explain the effect of this</p> <p>I can recognise alliteration with support</p>	<p>I can make increasingly mature comments about preferences linked to own experience; 'He should have taken a coat'</p> <p>I can recognise the use of humour but find it difficult to explain</p> <p>I can increasingly state my preferences about what is read</p>

	<p>I can identify the initial and end sound in an unfamiliar word</p> <p>I can read words containing taught GPCs and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings</p> <p>I can read other words of more than one syllable that contain taught GPCs</p> <p>I can self-correct more rapidly</p> <p>I can re-read to enhance phrasing and clarify precise meaning</p>			<p>I can explain what a contents page does</p> <p>I know what the illustrator and the author do</p>		
Red 3	<p>I am developing pleasure in and motivation to read</p> <p>I am developing my vocabulary and understanding</p> <p>I can read books of my own choice with some fluency and accuracy</p> <p>I can read words with contractions, e.g. <i>I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s)</p> <p>I can check that the text makes sense as I read and correct inaccurate reading</p>	<p>I can understand the books I can already read accurately and fluently and those I listen to</p> <p>I can explain clearly my understanding of what has been read to me</p> <p>I can answer simple literal retrieval questions about a text</p> <p>I can identify main events or key points in texts</p> <p>I can check that the words make sense and correct inaccurate reading.</p>	<p><b>In some reading, usually with support:</b></p> <p>can identify details of illustrations diagrams, changes in font style</p> <p>I can draw on what I already know or on background information and vocabulary provided by the teacher</p> <p>I can, with help, work out what might happen next in the story I am reading</p> <p>I can extract information from a shared, whole class text and explain with support</p> <p>I can make simple deductions with</p>	<p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>I can understand some differences between fiction and non-fiction</p> <p>I can make predictions based on title, cover and blurb</p> <p>I can discuss the significance of the title and events</p> <p>I can appreciate that authors sometimes use capitals, bold print or italics if they want to</p>	<p>I can recognise and respond to language patterns in text</p> <p>I can recognise rhyming stories</p> <p>I can comment on rhyming patterns with support</p>	<p>I can talk about a book I am very fond of and can explain why</p> <p>I can identify favourite characters and parts of stories</p> <p>I can beginning to show an interest in books with similar ideas</p> <p>I can express relevant opinions about events and characters</p>

	I can continue to use phonic knowledge to attempt unknown words		prompts and help from the teacher I can beginning to work out what the main character in the story is like	bring attention to certain parts of text I can respond to events and ideas in non-fiction, when asked		
Red 4	I can participate in discussion about what is read to me, taking turns and listening to what others say I can read fluently with attention to punctuation I can begin to read with phrasing and fluency to support meaning I can read simple phonically decodable two and three syllable words; cowboy, fantastic I can recognise common graphemes and common alternative pronunciations; I can read new words using print detail while attending to meaning and syntax	I can make inferences on the basis of what is being said and done I can answer increasingly challenging literal retrieval questions about a text	I can use knowledge of repeated patterns, characters and settings to predict and aid reading I can predict what might happen on the basis of what has been read so far I can understand what a pronoun refers to across sentences; The dog barked. He was hungry I can begin to make predictions about the characters	I can understand the way that information texts are organised and use this when reading simple texts	I can independently comment on rhyming patterns	I can participate in discussions about what has been read to them taking turns and listening to what others say. I can choose and talk about a favourite book from a selection I can effectively manage a growing variety of texts I can talk about what I like and dislike about a wide range of stories I can discuss and interpret characters and plots more fully
Red 5	I can read multi syllabic words containing taught GPCs I can read the 100 high frequency words automatically I can attempt to read words that I do not	I can draw on what I already know or on background information and vocabulary provided by the teacher. I can talk about the main events in a text	I can make inferences on the basis of what has been said and done. I can predict what happens next in familiar texts I can express opinions about the main event	I can start reading fiction after briefer introductions and without relying on illustrations I can understand the difference between fiction and non-fiction	I can when reading aloud recognise repetitions and rhyme I can comment on obvious features of language; rhymes, significant words and phrases	I can explain clearly the understanding of what has been read to me. I can continue to choose and talk about a favourite books from a selection



	<p>know, making use of letters and phonetic patterns that I know</p> <p>I can sustain independent reading to complete and gain meaning from texts</p> <p>I can link new meaning to words already known.</p> <p>I can identify when reading does not make sense and self corrects</p> <p>I can show awareness of the grammar of a sentence to help decipher new or unfamiliar words</p> <p>I can begin to use awareness of character and dialogue to read with expression</p>	<p>I can locate pages / sections of interest; favourite characters, events or pictures</p> <p>I can make simple deductions from stories, with support</p> <p>I can talk about the main events in a text and highlight the most important parts</p>	<p>and characters in stories</p> <p>I can comment on events, characters or ideas in stories, making links to my own experience supported by teacher's questioning</p> <p>I can comment on or answers questions about illustrations, diagrams used in books</p> <p>I can use pictures and text to draw inferences - implied meaning</p> <p>I can apply knowledge of speech conventions to distinguish "voices" in a story</p>	<p>I know that non-fiction books have special features such as contents, index and photographs</p> <p>I can recognise way in which text is organised; labels, captions and on screen</p> <p>I can understand that simple diagrams and charts present information</p> <p>I can understand the way that information texts are organised and use this when reading simple texts</p> <p>I can understand the sequence of a story</p>	<p>I can talk about books that I like and dislike giving reasons linked to features</p>
Red 6	<p>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>I can read longer phrases and more complex sentences</p> <p>I can search for and use familiar syllables</p>	<p>I can make simple deductions from stories</p> <p>I can discuss my favourite books with emphasis upon different characters</p>	<p>I can infer meaning from text</p> <p>I can independently comment on events, characters or ideas in stories, making links to my own experience</p> <p>I can make a plausible predictions about what will happen in unfamiliar texts</p> <p>I can pause for effect or meaning when reading</p>	<p>I can navigate texts and comment on the purpose of some organisational features</p> <p>I can identify speech bubbles and punctuation</p>	<p>I can give a personal response to a book in discussions, relating to the story or characters</p> <p>I can explain why I enjoy reading a favourite book over again and again</p> <p>I can check information in text with illustrations and comment on content</p> <p>I can begin to use appropriate terminology when discussing different types of text</p>

	<p>within words to read longer words</p> <p>I can confidently read aloud, but sometimes may need support</p> <p>I know that many words I read have similar patterns</p> <p>I know that many words can be turned into plurals by adding a 's' to the original word</p>					
Y2 Blue 1	<p><b>In some reading I can decode unfamiliar words using appropriate strategies;</b> blending sounds</p> <p>I can apply phonic knowledge and skills to decode words whilst automatic decoding is becoming embedded and reading is fluent</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>I can recognise words that have 'ed' or 'ing' at the end</p> <p>I can read words containing common suffixes</p>	<p><b>In some reading I can recall some specific, straightforward information; names of characters, main ingredients</b></p> <p><b>I have a generally clear idea of where to look for in text; information; about characters, topics</b></p> <p>I can recall the main events or facts with prompting</p> <p>I can discuss the sequence of events in books and how items of information are related.</p>	<p><b>In some reading I can make simple, plausible inference about events and information, using evidence from text; how a character is feeling, what makes a plant grow</b></p> <p>I am beginning to have a good idea about the way a story is likely to unfold</p> <p>I can suggest why a story ended as it did</p> <p>I can relate content of text including setting and incidents to my own experience and knowledge</p> <p>I can predict what might happen based on what has been read so far.</p>	<p><b>In some reading I have some awareness of the use of features of organisation; beginning and ending of story, types of punctuation</b></p> <p>I can identify and discuss the way texts are organised; headings or the structure of a narrative</p> <p>I understand that photographs or diagrams play a very important part in non-fiction books</p>	<p><b>In some reading I can note some effective language choices; 'slimy' is a good word</b></p> <p>I can describe how a character in my book would speak</p> <p>I am aware that many books deliberately set out to make me laugh</p>	<p><b>In some reading I have some awareness that writers have viewpoints and purposes; 'it tells you how to do something', 'she thinks it's not fair'</b></p> <p><b>I can give simple statements about likes and dislikes in reading, sometimes with reasons</b></p> <p>I can make personal comments on what has been read</p>

	<p>I understand that when a word is in bold, I should put emphasis on that word</p> <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>					
Blue 2	<p>I can extract meaning from the text while reading with less dependence on illustrations</p> <p>I can use punctuation and text layout to read with a greater range of expression and control</p> <p>I can sustain reading through longer sentence structures and paragraphs</p> <p>I can accurately read words of two or more syllables</p> <p>I can tackle a higher ratio of more complex words</p> <p>I can read 90% of the books I choose to read independently</p> <p>I can identify when I need to re-read a</p>	<p>I can draw on what I already know or on background information and vocabulary provided by the teacher</p> <p>I can locate specific information in the text to find answers to simple questions</p>	<p>I can make inferences on the basis of what is being said and done</p> <p>I can make simple inferences about thoughts, feelings and actions</p> <p>I can answer and ask questions</p>	<p>I can use the identified and discussed ways in which information texts are organised to reading simple texts</p> <p>I can begin to identify a wider range of punctuation within a text</p>	<p><b>In some reading I can identify some familiar patterns of language; once upon a time; first, next, last</b></p> <p>I can recognise simple recurring literary language in stories and poetry</p>	<p>I can participate in discussions about books, poems and other works that are read to me and those that I read for myself, taking turns and listening to what others say</p> <p>I can talk about specific parts of a story and explain why I enjoyed them</p> <p>I can talk about why an author repeats something giving the story a special effect</p>

	passage to help me understand it better					
Blue 3	<p><b>In some reading</b>  <b>I can use some fluency and expression taking account of punctuation and speech marks</b>  I can consistently pause when I come to a full stop  I can read with phrasing and fluency taking note of punctuation and using it to keep track of longer sentences  I can read further common exception words  I can identify syllables in order to read polysyllabic words  I can begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax  I can check that the text makes sense to me as I read and correct inaccurate reading  I can discuss and clarify the meaning of words linking the new words to known vocabulary.  I can discuss my favourite words and phrases.</p>	<p>I can predict what might happen on the basis of what has been read so far  I can show an understanding of a text by commenting on key features; plot, setting and characters  I can re-tell a story referring to most of the main events and characters  I can locate key vocabulary and specific information in the text to find answers to simple questions  I can use contents and index to help retrieve information  I can use an understanding of the structure of non chronological reports and explanations to make predictions</p>	<p><b>In some reading</b>  <b>I can make comments based on textual cues but these are sometimes misunderstood</b>  I can comment on the setting of a story  I can make simple predictions using experience of reading similar books  I can use a range of clues from a text to express simple opinions  I can make simple inferences about thoughts and feelings and reasons for actions  I can explain and discuss my understanding of books, poems and other material, both those I have listened to and those that I have read for myself</p>	<p>I can use organisational features to orientate around a text; contents page, alphabetical order, websites  I can confidently find appropriate pages in non-fiction by using the contents page  I can distinguish between fact and opinion  I can understand that photographs can give as much information as text  I can look through a variety of texts with growing independence to predict content, layout and story development  I can identify and discuss the format and text layout of fiction and poetry</p>	<p>I can begin to understand why an author uses specific words in their text  I can pick out words in a sentence that impact on the reader  I can adapt to fiction, non-fiction or poetic language with growing flexibility</p>	<p>I can make choices about which texts to read based on prior reading experience and bibliographic knowledge  I can identify an event or idea in a text and express how it makes the reader feel  I can begin to understand the purpose of different non-fiction texts; to tell you about...or to show you how...'  I can discuss my favourite words and phrases</p>

<p>Blue 4</p>	<p>I can read phonically decodable polysyllabic words within sentences and texts I can read aloud with intonation and expression, taking account of the punctuation; speech marks and exclamation marks I can pace my reading effectively, knowing when to vary it for effect I know if the reading refers to now or something that happened in the past</p>	<p>I can make predictions using experience of reading books written by the same author or based on similar themes I can generate questions before reading and use bibliographic knowledge to help retrieve specific information I am able to comment on plot, setting and characters in both familiar and unfamiliar books</p>	<p>I can use my own experience to add detail to the understanding of a range of texts I can ask questions to improve my understanding of a text I can go beyond my own experience or general impression and refer to text to explain meaning I can suggest what the main character may be thinking in certain situations I can link a character's behaviour to events in the text I can use insights into characters to make predictions about story outcomes</p>	<p>I can understand how to use alphabetically ordered texts to retrieve information I can evaluate the usefulness of the information in a particular text for answering questions</p>	<p>I can use dictionaries to check the meaning of words that I have read I can identify words and phrases chosen for effect on the reader I can discuss words and phrases that capture the reader's interest and imagination I can locate and discuss effective language choices I can identify how vocabulary choice affects meaning</p>	<p>I can express an opinion about the way the story is unfolding I can take more conscious accounts of literary effects used by writers I am clear about the purpose of a book; to entertain; instruct or inform</p>
<p>Blue 5</p>	<p>I can recognise a range of prefixes and suffixes to construct the meanings of words in context I can show increased awareness of vocabulary and precise meaning I can use my knowledge of the alphabet to locate information in dictionaries</p>	<p>I can identify and describe the main characters / setting / events using direct reference to the text I can re-tell stories with appropriate detail with increased confidence in sequencing I can make specific reference to the text when talking about a story</p>	<p>I can make simple inferences about thoughts, feelings and reasons for actions I can look through a variety of texts with growing independence to predict content, layout and story development I can respond, when questioned about extensions or alternatives to events and actions</p>	<p>I can discuss similarities and differences in the structure and organisation of texts; layout theme, characters and settings I can show clear awareness of the main differences between fiction and non-fiction and can indicate some preferences within each type</p>	<p>I can identify the effects of different words and phrases; to create humour images and atmosphere I can understand why and how the author has used humour in certain situations I can identify and comment on vocabulary and literary features; alliteration; repetition; simile</p>	<p>I can continue to make choices about which texts to read based on prior reading experience and bibliographic knowledge I can express reasoned preferences between texts I can identify the purpose and audience for a book I can use a specific part of the text to help me explain what I enjoyed</p>



<p>Green 2</p>	<p>• I can use a range of strategies mostly effectively to read with fluency, understanding and expression</p> <p>I can recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression</p> <p>I can re reread to make different interpretations of dialogue, more complex sentences, unfamiliar language</p> <p>I am familiar with a range of endings used to make words forms as plural</p> <p>I can recognise the full range of consonant diagraphs; kn,wr,ph</p> <p>I can look for familiar letter groups to help me read unfamiliar words; ight or ought</p>	<p>I can identify the simple, most obvious points though there may also be some misunderstanding; about information from different places in the text</p> <p>I can show meaning established at a literal level in my responses to text; "walking good" means "walking carefully"</p> <p>I can, when making a point about a story I have read, use examples drawn from the text</p> <p>I can make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately</p> <p>I can quickly identify key words within a passage by scanning</p> <p>I can make notes from information located in texts</p> <p>I can identify the key idea in a paragraph</p>	<p>I can make straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"'</p> <p>I can make responses based on personal speculation; a response based on what I personally would be feeling rather than feelings of character in the text</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p>	<p>I can at text level identify a few basic features of organisation, with little or no linked comment; 'it tells about all the different things you can do at the zoo'</p> <p>I can identify that information, events or ideas can be organised in paragraphs</p> <p>I can identify the features of different text-types</p> <p>I can understand the purpose of each paragraph</p> <p>I know that most stories I read can belong to a certain type; mystery, fantasy, adventure</p> <p>I can read books that are structured in different ways and read for a range of purposes</p> <p>I can recognise different media layouts; newspaper, web page, leaflet.</p> <p>I can use navigational features to locate information</p>	<p>I can identify a few basic features of the writer's use of language, but with little or no comment; 'there are lots of adjectives'</p> <p>I can express reasoned opinions about what I have read, and compare texts</p> <p>I can comment on how language is used to create effects and paint a picture</p> <p>I can identify where language is used to create mood or build tension</p>	<p>I can made comment that identify main purpose; 'the writer doesn't like violence'</p> <p>I can express my own personal responses but with little awareness of writer's viewpoint or their effect upon the reader; 'she was just horrible like my nan is sometimes'</p> <p>I can begin to be aware of how a writer uses different words and phrases to help make a point</p> <p>I can identify the main arguments for or against a particular point of view from a given text</p>
<p>Green 3</p>	<p>I can read further exception words, noting the unusual</p>	<p>I can identify the main point and summarise orally the content of a</p>	<p>I can discuss the actions of the main characters and justify</p>	<p>I can use experience of reading a variety of material to recognise</p>	<p>I know how suspense is built up in a story, including the I can</p>	<p>I can draw on previous experiences of authors</p>

	<p>correspondences between spelling and sound, and where these occur in the word</p> <p>I can to alter my voice when reading something exciting, humorous or emotional</p> <p>I can recognise words that have silent letters in them</p> <p>I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>passage of text independently with reference to the text</p> <p>I can extract information from the text and make notes using quotation and reference to the text</p>	<p>views using evidence from the text</p> <p>I can explore through discussion underlying themes and ideas in texts</p> <p>I can predict what might happen to certain characters in each story</p>	<p>text-type and predict layout and general content</p> <p>I can investigate and identify the styles and voice of a range of texts types including procedural and explanatory texts</p>	<p>understand how style and vocabulary are linked to the purpose of the text; exaggerated writing in persuasive text</p> <p>development of the plot</p>	<p>and types of books to inform my choices</p> <p>I can identify simple morals an author is conveying in a story or poem</p> <p>I am able to see how certain text may be written for an intended audience.</p> <p>I can express simple preferences about the way information is presented</p>
<p>Gre en 4</p>	<p>I can read independently using a range of strategies</p> <p>I can sustain silent reading to include longer, more varied and complex texts including Myths, Legends, Folk Tales and Fairy Stories</p> <p>I can read to myself at a fast pace</p> <p>I can understand how dialogue is punctuated and laid out and read it with appropriate expression</p> <p>I can read on to help me make sense of a word</p>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>• <b>I can comment and include quotations from or references to text, but not always relevant;</b></li> </ul> <p>I can skim for general impressions and scan to locate specific information</p> <p>I can move to the relevant place in my reading quickly by using key words or phrases to locate information</p> <p>I can recognise some different forms of</p>	<p>I can combine personal experience and clues from the text to interpret and form opinions</p> <p>I can infer reasons for actions and events based on evidence from the text</p>	<p>I can identifying themes and conventions in a wide range of books</p> <p>I can understand how paragraphs are used to order and build up ideas</p> <p>I can identify the main ideas drawn from more than one paragraph and summarising these</p> <p>I can comment on the presentational I can use my knowledge of the alphabet to locate books and support research characteristics of some non-fiction text types</p>	<p>I can identify language features of different text types; similes, imperative verbs</p> <p>I can comment on the choice of language to create moods and build tension</p> <p>I can identify how an author uses language and structure to convey a message</p>	<p>I can evaluate specific texts with reference to text-types; whether the texts conform or deviate from the conventions of the text type and whether this is successful</p>



	<p>that I am not familiar with</p> <p>I can re-read and read ahead to look for clues to determine meaning</p> <p>I can understand how simple and complex sentences influence meaning</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action</p>	<p>poetry; free verse, narrative poetry</p>				
<p>Green 5</p>	<p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can learn a wider range of poetry by heart</p> <p>I can show the confidence to have a go at reading aloud in different contexts; to a small group in class or in front of a large audience in the school hall</p>	<p>I can use quotations from and references to the text to support discussion</p> <p>I can identify and discuss issues locating evidence in the text</p> <p>I can show understanding of the main ideas and events with reference to the text</p> <p>I can ask questions to improve my understanding</p>	<p>I can predict what might happen from details stated and implied</p> <p>I am beginning to recognise how relationships between characters may influence the outcome of the story</p>	<p>I can read books that are structured in different ways and read for a range of purposes</p> <p>I can retrieve, record and present information from non-fiction</p> <p>I can evaluate the effectiveness of structural and organisational features to locate information; paragraphs, sub-headings, indexes</p> <p>I can skim materials and note down different views and arguments</p>	<p>I can identify language which is different from that in everyday use in texts</p> <p>I can comment upon technical word choices and author's choices</p> <p>I can discuss words and phrase which capture the readers interest and imagination</p>	<p>I can present book reviews and evaluations in a variety of formats</p> <p>I am able to organise my thinking so that I can explain points precisely and in a way that makes sense to others</p>

	I can read longer texts independently and use self-help strategies to decode and comprehend					
Y4 Yell ow 1	<p>I can recommend books that I have read to my peers, giving reasons for my choices</p> <p>I can read a range of appropriate texts fluently and accurately</p> <p>I can read ahead to determine direction and meaning in a story</p> <p>I can read aloud to an audience with some confidence using a selected variety of text</p> <p>I can use my knowledge of root words, prefixes and suffixes to understand the meanings of new words</p>	<p>I can locate information confidently and efficiently by using appropriate skills; skimming, scanning,</p> <p>I can begin to identify key information using text-marking</p> <p>I can ask questions to improve my understanding of the text.</p> <p>I can justify predictions by referring to the text</p>	<p>I can recognise how characters are presented in different ways and respond to this with reference to the text</p> <p>I can draw inferences and justify these with evidence from the text</p> <p>I can distinguish between statements of fact and opinion</p> <p>I can use clues from action, dialogue and description to establish meaning</p> <p>I can make reasoned judgements on characters' actions, feelings, thoughts and motions</p>	<p>I can use features to locate information; contents; indices; subheadings</p> <p>I can understand that paragraphs help to support the organisation of texts and development of ideas</p> <p>I can extract information from non-fiction texts, using contents, index, chapters, headings and glossary appropriately</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>I can interpret the effect of the choice of language to create mood, build tension</p> <p>I can make statements about the impact of descriptive style</p> <p>I can comment upon the use of author's language including figurative language</p> <p>I can articulate personal responses to author's style and use of language</p> <p>I can explore the relationship between a poet and the subject of the poem</p> <p>I can recognise the way the writer has used certain language to help get a point across</p>	<p>I can explain my thoughts and use points raised from two different perspectives to help clarify ideas</p> <p>I can participate in discussions about books that are read to me and those I read for myself, building on my own and others' ideas and challenging views courteously</p>
Yell ow 2	<p>I can check that a book makes sense, discussing my understanding and exploring the meaning of words in context</p> <p>I can play on humour and suspense when</p>	<p>I can summaries the main points of an argument or discussion and make up my own mind about what the important points are</p>	<p>I can deduce from the evidence in the text what the characters are like and why they react as they do</p>	<p>I can interpret information presented as a table or labelled diagram</p>	<p>I can identify the way a writer sets out to persuade</p> <p>I can link my own personal comments to the text</p> <p>I can beginning to understand the</p>	<p>I can express my personal response with little awareness of the writer's viewpoint or the effect on the reader</p> <p>I can evaluate specific texts with reference to</p>

	<p>reading to peers or adult audiences</p> <p>I can use different voices to convey mood and meaning</p>	<p>I can use text marking to support retrieval of information or ideas from texts</p> <p>I can extract information from the text and make notes using quotation and reference to the text</p> <p>I can distinguish between fact and opinion</p>	<p>I can select relevant points to compare and contrast characters</p>		<p>effectiveness of to create a particular effect; adjectives and adverbs for description</p> <p>I can begin to find meaning beyond the literal; the way impressions of people are suggested through a choice of details and language</p>	<p>text types; is this an effective letter, story, description?</p>
<p>Yell ow 3</p>	<p>I can select and read a range of appropriate texts fluently and accurately</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>I can use contextual knowledge to determine meaning</p> <p>I can recognise and use a full range of prefixes and suffixes</p> <p>I can discuss the elements and purpose of different text structures</p> <p>I can use words in my writing that I have</p>	<p>I can identify some relevant points and my comments are supported by some generally relevant textual reference or quotation;</p> <p>I can show understanding of significant ideas, themes, events and characters</p> <p>I can summarise the main ideas from what I have read and begin to include details to support my ideas</p>	<p>I can make comments that make inferences based on evidence from different points in the text; interpreting a character's motive from their actions at different points</p> <p>I can empathise with different characters' points of view</p> <p>I can use clues from action, dialogue and description to interpret meaning</p>	<p>I can identify some structural choices with simple comments</p> <p>I can identify some basic features of organisation at text level; 'the writer uses bullet points for the main reasons'</p> <p>I can use knowledge of the language features and structures of a range of non-fiction text types to support understanding</p> <p>I can identify how the author has used language precisely to get across a point of view</p>	<p><b>I can identify some basic features of writer's use of language; 'all the questions make you want to find out what happens next'</b></p> <p>I can comment on the success of language choices in creating mood and atmosphere</p> <p>I can find and comment on examples of how authors expresses different moods, feelings and attitudes</p> <p>I can identify how punctuation can convey character; exclamation marks to affect tone of voice</p>	<p>I can explain and discuss my understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>

	come across in my reading					
Yellow 4	<p>I can read aloud clearly, conveying meaning well by intonation</p> <p>I can use pauses as well as my body language to generate maximum effect when I am reading aloud</p> <p>I know that I need to be consistent with the voices I use for different characters when reading to others</p> <p>I can respond to more sophisticated punctuation.</p> <p>I can identify the features of explanation and persuasive texts</p> <p>I am beginning to read demanding texts independently, competently and fluently</p>	<p>I can identify key points when reading appropriate texts and I understand the significant ideas, themes, events and characters</p> <p>I can create a set of key notes to help me summarise what I have read</p> <p>I can see why a character may hold a strong point of view about an issue</p>	<p>I can appreciate that people use bias in persuasive writing, including in articles and advertisements.</p> <p>I can refer to texts to support my ideas and opinions</p> <p>I can identify implicit and explicit points of view</p>	<p>I recognise that sometimes issues presented in lists make a more compelling argument</p> <p>I can retrieve, record and present information from non-fiction texts</p> <p>I can identify formal and informal language and tone</p> <p>I can identify how authors use different ways to start sentences to create variety and interest in their writing</p>	<p>I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce</p> <p>I can see how some authors, especially poets can play on words to make a strong point</p> <p>I can explain how some authors use time shifts effectively to help set the scene within a story</p>	<p>I can explore alternative events and actions and comment on the author's choices</p> <p>I can work out how an author's point of view comes across in the story or information text</p> <p>I am beginning to see why an author or poet may have a strong point of view in relation to an issue they are dealing with</p> <p>I can express personal responses which may or may not reflect the author's intent I can discuss plot, and am beginning to recognise complications and how they are resolved</p>
Yellow 5	<p>I can show awareness my listeners by using pauses, giving emphasis and keeping an appropriate pace</p> <p>I can use knowledge of word derivations and word formation to</p>	<p>I can skim, scan and text-mark to research quickly and efficiently</p> <p>I can use the information given on the cover, blurb etc to make informed decisions as to what to read</p>	<p>I can analyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters</p> <p>I can discuss messages, moods, feelings and</p>	<p>I can evaluate the presentation of texts for their effectiveness in conveying information; bullet points for the main points</p> <p>I can recognise texts that contain features</p>	<p>I can identify how language, structure and presentation contribute to meaning</p> <p>I can talk about the author's techniques for describing characters, settings and actions</p>	<p>I can recognise ways in which writers present issues and points of view in fiction and non-fiction</p> <p>I can comment showing awareness of the writer's viewpoint</p>

	<p>construct the meaning of words in context I can work out the pronunciation of homophones using the context of the sentence</p>	<p>I can refer to the text to support my predictions and opinions</p>	<p>attitudes using inference and deduction I can work out what a person is thinking even when they have not stated something outright</p>	<p>from more than one genre; persuasive playscript, information / explanation; hybrids I can identify genre-specific phrases I can understand how paragraphs are linked I can use structural and organisational features of a range of text-types to support understanding</p>	<p>I can express viewpoints and can justify my own interpretation of a text I can identify and describe the styles of individual writers and poets</p>	<p>I can provide reasoned justifications for my views</p>
<p>Y5 Purple 1</p>	<p>I can see how the author will have used commas or ellipses in order to create a better impact</p>	<p>I can skim and scan for information, taking notes, producing pictures and diagrams to summarise the information I am able to show by my answers to questions that I have read beyond the text I can ask questions to improve my understanding</p>	<p>I can discuss messages, moods, feelings and attitudes using inference and deduction I can identify key points when reading an appropriately challenging text</p>	<p>I can show how a set of sentences has been organised to create maximum effect I can expect when reading a report or letter that it will follow a time sequence I can identify links within and between paragraphs I can identify text-type from phrases used. I use structural and organisational features of a range of text-types to support understanding</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader I can identify and comment on the use of expressive, figurative and descriptive language to create effect I appreciate that authors often use narrative markers so as not to confuse the reader when using conventions such as flashbacks or time shifts</p>	<p>I can consider different ways in which information can be presented, focusing on process, classification, chronology and the implications for effective reading</p>
<p>Purple 2</p>	<p>I can automatically read differently for different purposes; skimming / scanning / reflective reading</p>	<p>I can secure my use of skimming, scanning and text-marking so that my research is fast and effective</p>	<p>I can evaluate text, referring to relevant</p>	<p>I can compare, contrast and evaluate the characteristics of different non-fiction</p>	<p>I can relate language choices made by the author to the characteristics of the genre</p>	<p>I can compare the detail with which different sources convey information</p>

	<p>I can cope with different features of language such as abbreviations, colloquialisms, and specialist vocabulary</p> <p>I can prepare for factual research by evaluating what is known and locating relevant source to use</p>	<p>I can summarise the main ideas from more than one paragraph including key details to support my ideas</p> <p>I can explain and justify opinions with a range of evidence from texts</p> <p>I can respond critically to issues raised in stories, location evidence in text, and explore alternative courses of action and evaluate the author's solution</p>	<p>passages to support my opinion</p>	<p>texts; chronological and non-chronological</p> <p>I can use structural and organisational features of a range of text-types to sustain understanding over extended texts</p> <p>I can comment and evaluate the effectiveness of the presentation of a text</p>	<p>I can refer to the text when explaining viewpoints and reasons</p> <p>I can identify the style of individual writers and poets and provide examples from a range of texts</p> <p>I can use the language features of a range of non-fiction text-types to sustain understanding over extended texts</p>	<p>I can evaluate texts, referring to relevant passages to support my opinion.</p>
Purple 3	<p>I am very confident that I am familiar with most aspects of complex letter groupings that I come across in my reading</p> <p>I can tackle unfamiliar and challenging text with confidence</p>	<p>I can use quotations from text to add more weight to my understanding</p> <p>I can check that the book makes sense by discussing and exploring the meaning of new words</p> <p>I can distinguish between statements of fact and opinion which are closely linked</p>	<p>I can modify my own views after reading a powerful counter argument</p> <p>I am able to talk about different aspects of language used in poems and prose; features of dialect, repetition or slang</p> <p>I can see how an author has given more depth and complexity to a character through revealing details of their behaviour and their interaction with other characters</p>	<p>I can find information about a given topic using contents and index pages</p>	<p>I can understand the way writers present issues and points of view in fiction and non-fiction</p> <p>I can discuss plot, and recognise complications and how they are resolved with a growing depth of knowledge</p> <p>I am aware of the way certain powerful verbs can add to the tension or deepen a reader's understanding of a specific situation or action</p>	<p>I can read persuasive text and attempt to keep my judgements impartial</p> <p>I can respect the right of others to have a point of view even though I may have strong feelings about a certain point</p> <p>I can identify how an author shows good awareness of the audience and tries to hear the writing from their point of view</p>
Purple 4	<p>I have secured the skills of skimming, scanning and efficient</p>	<p>I can identify the most relevant points clearly, including those selected</p>	<p>I can make comments that develop an explanation of</p>	<p>Across a range of reading</p>	<p>I can identify various features of writer's use</p>	<p><b>I can clearly identify viewpoint in texts,</b></p>

	<p>reading so that research is fast and effective</p> <p>I can declare a personal preference for writers and types of text</p> <p>I can use knowledge of word derivations and word formation</p>	<p>from different places in the text</p> <p>I can identify themes and conventions across a range of writing</p>	<p>inferred meanings, drawing on evidence across the text</p> <p>I can make inferences and deductions based on textual evidence; in drawing conclusions about a character's feelings on the basis of their speech and actions</p>	<p>I can clearly identify, with some explanation various features relating to organisation at text level, including form;</p> <p>I can explain the structural devices the author has used to organise the text</p> <p>I can identify and use text specific meta-language and the features to which it refers</p>	<p>of language, with some explanation</p> <p>I can show some awareness of the effect of writer's language choices in my comments</p> <p>I can comment critically on the overall impact of poetry or prose with reference to use of language and the development of themes</p> <p>I can evaluate and analyse texts with reference to aspects of language and language choices</p>	<p><b>with some, often limited, explanation;</b></p> <p><b>I can show general awareness of effect on the reader, with some, often limited, explanation</b></p> <p>I can evaluate how effectively an author conveys their viewpoint /message</p> <p>I can clearly identify the writer's main purpose through a general overview</p>
Y6 Gre y 1	<p>I can apply grammatical knowledge when rereading complex sentences with appropriate phrasing and intonation</p>	<p>I can draw on detailed textual evidence to give persuasive answers to questions</p> <p>I can select pertinent quotations to support my own opinions</p>	<p>I can effectively select sentences, phrases and relevant information to convincingly justify my opinions</p> <p>I can recognise why authors use a range of contrasting settings within a story;</p>	<p>I can recognise the need for the author to use strong verbs and adjectives to make a point when presenting an argument</p> <p>I can tell the difference between exaggeration and not telling the truth in persuasive text</p>	<p>I can describe how the author has used personification or alliteration to create stronger images</p> <p>I can recognise the need for the author to manipulate narrative pace and setting to reflect mood</p> <p>I can recognise different types of language; persuasive, formal, informal, discursive, and comment upon their effect</p>	<p>I can comment on the overall impact of poetry and prose with reference to features; development of themes</p> <p>I can show awareness of the author's ability to convey feelings through a series of images rather than direct statements</p> <p>I can see how an author controls the pace of a story to manipulate suspense</p>
Gre y 2	<p>I can use a combined knowledge of phonemes</p>	<p>I can select, collate and prioritise information</p>	<p>I can consider alternative</p>	<p>I can analyse how the structural choices</p>		<p>I can describe and evaluate an authors' use</p>

	<p>and etymology to pronounce words correctly;  arachnophobia; pharaoh;  au fait; audience</p>	<p>drawn from a range of sources  I can explore the text to support and justify predictions and opinions; point + evidence + explanation + evaluation</p>	<p>interpretations and select the most plausible</p>	<p>support the writer's theme and purpose  I can comment and compare the language choices the author has made to convey information over a range of non-fiction texts</p>	<p>I can explain how choice of language enables the development of meaning beyond the literal  I can compare and contrast the language used in two different texts  I can articulate personal responses to literature and state preferences with justifications</p>	<p>of techniques, justifying interpretations by reference to the text</p>
<p>Gr y 3</p>	<p>I can anticipate and changes tone to reflect the meaning and the nuances of the text</p>	<p>I can navigate several texts simultaneously to select and compare information</p>	<p>I can make inferences from across a whole text where clues are dropped in perceptively  I can summarise the main positive and negative points from a story or information text  I consider arguments critically and consider techniques for effective persuasion; choice of language, organisation and layout of text  I can express my thoughts briefly and clearly when responding to either fiction or non-fiction</p>	<p>I can identify the ways in which authors manipulate structures and language features for effect  I can see how the author's choice of specific vocabulary makes the meaning within the text more precise.  I can identify when the author has chosen adverbial and expanded noun phrases well to add interest</p>	<p>I appreciate how the author has managed detail and sequence to sustain the reader's interest; conflict or relationship between characters  I can see how the author's use of a range of figurative language enhances the narrative</p>	<p>I know that marketing people employ exaggeration as an acceptable tool for selling products  I can see how the author's point of view is well controlled so that the reader sympathises with a particular character</p>
<p>Gr y 4</p>	<p>I can use body language, facial expressions, tone, pitch and volume to</p>	<p>I can sift the relevant from the irrelevant and distinguish between</p>	<p>I can identify different layers of meaning and</p>	<p>I can understand how authors can manipulate the conventions of</p>	<p>I can explain how writers can use language to manipulate or</p>	<p>I can differentiate between fact and opinion, in media texts,</p>



	mesmerize and engage the listener	fact and opinion, bias and objectivity	comment on their significance and effect I can identify and evaluate the techniques the author has used to create moods, feelings, messages and attitudes	texts for effect on the reader	influence readers' viewpoints I can identify and discuss irony and its effects.	detect bias, stereotyping I can understand how authors' purposes and intentions are portrayed, and how attitudes, values and meanings are communicated through a variety of techniques
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