**Step 2 Reading**

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| **Curriculum Statement** | **Exploring** | **Achieving** | **Exceeding** |
| Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | I can say some of the digraph and trigraph sounds from Phase 3 and 4 of L+S. | I can quickly say all of the digraph and trigraph sounds from Phase 5 of L+S. | I can quickly say all of the digraph and trigraph sounds from Phase 5 of L+S different places. |
| Read accurately by blending sounds in unfamiliar words containing GPCs\* that have been taught | I can read most of the Phase 3 and 4 L+S words by sounding out on my own. | I can read most of the Phase 5 L+S words by sounding out on my own. | I can read all of the Phase 5 L+S words by sounding out on my own. |
| Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | I can read most of the Phase 3 L+S tricky words. | I can read most of the Phase 5 L+S tricky words. | I can read all of the Phase 5 L+S tricky words. |
| I can read most of the Phase 4 L+S tricky words. |  |  |
| Read other words of more than one syllable that contain taught GPCs | I can sound out very long words from Phase 4 L+S. | I can sound out very long words from Phase 5 L+S. | I can sound out all of the very long words from Phase 5 L+S. |
| Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words | I can sound out Phase 3 and 4 L+S words in a book. | I can sound out Phase 5 L+S words in a book. | I can fluently read Phase 5 L+S words in a book. |
| Read words with contractions eg. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s) | I can read some common contractions, such as I’m and she’ll. | I can read lots of common contractions, such as I’m and she’ll. | I can explain how the apostrophe takes the place of missing letters in a contraction. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases  Develop pleasure in reading, motivation to read, vocabulary and understanding by: Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems and to recite some by heart | I can join in with simple familiar words in a story or rhyme. | I can join in with familiar words in a story or rhyme. | I can confidently join in with familiar words in a story or rhyme. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known | I can, with help, suggest what words might mean from clues in the text. | I can suggest what words mean from clues in the text. | I can confidently make suggestions about what words mean, explaining my thoughts. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Participate in discussion about what is read to them, taking turns and listening to what others say | I can, with help, join in with others talking about stories, poems and non-fiction I have read or heard. | I can join in with others talking about stories, poems and non-fiction I have read or heard. | I can confidently talk with other people about my thoughts and opinions of stories, poems and non-fiction I have read or heard. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | I can talk about things that happen in a simple story. | I can talk about things that happen in a traditional tale in order. | I can talk about things that happen in a traditional tale in order, with details |
| Explain clearly their understanding of what is read to them | I can, with help, talk about what I think about characters and events in stories. | I can talk about what I think about characters and events in stories. | I can confidently talk about my thoughts and opinions of characters and events in stories. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences. | I can, with help, spot simple similarities and differences between my own experiences and those of characters in stories. | I can spot similarities and differences between my own experiences and those of characters in stories. | I can confidently spot similarities and differences between my own experiences and those of characters in stories, explaining the links. |
| Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading | I can check that my reading makes sense with help. | I can check that my reading makes sense. | I can quickly check that my reading makes sense. |
| Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events | I can make links between the covers of a book and what’s inside. | I can link the title with the events in a book. | I can link the title with the events in a book and explain my thoughts, for instance: ‘I think this because…’ |
| Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far | I can predict with help what will happen next in a story. | I can predict what might happen next in a story and say why. | I can often predict what might happen next in a story and say why. |
| Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. | I can, with help, answer simple ‘how’ and ‘why’ questions about what I have read. | I can answer ‘how’ and ‘why’ questions about what I have read. | I can confidently answer ‘how’ and ‘why’ questions about what I have read, explaining my thoughts. |
| Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done | I can, with help, make some simple inferences (work out what is happening without it actually being written in the text) about what is being said and done in a story. | I can usually make simple inferences (work out what is happening without it actually being written in the text) about what is being said and done in a story. | I can confidently make simple inferences (work out what is happening without it actually being written in the text) about what is being said and done in a story. |