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| **Curriculum Statement** | **Exploring** | **Achieving** | **Exceeding** |
| Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | I can slowly blend different sounds for a spelling pattern, eg, ‘oo’, as in ‘door’, ‘look’ and ‘blood’. | I can blend most different sounds for a spelling pattern, eg, ‘oo’, as in ‘door’, ‘look’ and ‘blood’. | I can quickly blend all the different sounds for a spelling pattern, eg, ‘oo’, as in ‘door’, ‘look’ and ‘blood’. |
| Read accurately words of two or more syllables that contain the same graphemes as above | I can, with help, read long words with a different sound for a spelling pattern. | I can usually read long words with a different sound for a spelling pattern. | I can quickly read long words with a different sound for a spelling pattern. |
| Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word | I can read some GW Step 3 tricky words. | I can read most GW Step 3 tricky words. | I can read all GW Step 3 tricky words. |
| Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  Re-read these books to build up their fluency and confidence in word reading. | I can begin to read fluently, using my decoding skills from Phase 6 L+S where I need to. | I can read fluently, using my decoding skills from Phase 6 L+S where I need to. | I can read confidently and fluently, using my decoding skills and other reading knowledge. |
| 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, with help, suggest meanings for words in a text using my knowledge of simple prefixes and suffixes. | I can suggest meanings for words in a text using my knowledge of simple prefixes and suffixes. | I can confidently suggest meanings for words in a text using my knowledge of simple prefixes and suffixes, explaining my thoughts. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry | I can sometimes spot repeating phrases in a story or poem. | I can usually spot repeating phrases in a story or poem. | I can confidently spot repeating phrases in a story or poem, explaining the pattern within the text. |
| 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 recite parts of poems. | I can recite some poems. | I can recite a number of different poems. |
| Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves  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 they can read independently | I can, with help, join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views. | I can join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views. | I can confidently join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views and explaining them. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways | I can, with help, use some of the features of non-fiction books to help me find information. | I can use the features of non-fiction books to help me find information. | I can explain to others how to use non-fiction books to help them find information. |
| 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  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  Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher | I can recall the main events in lots of different stories with support. | I can recall the main events in lots of different stories on my own. | I can recall the main events in lots of different stories in order, and with details, on my own. |
| Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading | I can sometimes check that my reading makes sense and correct it by myself in longer stories. | I can usually check that my reading makes sense and correct it by myself in longer stories. | I can often and quickly check that my reading makes sense and correct it by myself in longer stories. |
| Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far | I can, with help, predict what might happen next in a story and link it to events and details in the text. | I can usually predict what might happen next in a story and link it to events and details in the text. | I can predict what might happen next in a story and link it to characters, events and details in the text. |
| Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases | I can, with help, find my favourite words and phrases in a text. | I can find my favourite words and phrases in a text. | I can find my favourite words and phrases in a text and explain why I like them. |
| Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done  Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions | I can, with help, make some simple inferences (work out what is happening without it actually being written in the text) asking and answering questions to help my understanding. | I can usually make simple inferences (work out what is happening without it actually being written in the text) asking and answering questions to help my understanding. | I can confidently make simple inferences (work out what is happening without it actually being written in the text) asking and answering questions and explaining my thoughts. |