



Word Reading

Apply phonic knowledge and skills as the route to decode words.
I can use letter sounds to work out and read new words.

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 quickly the sound of all the letters and letter groups.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
I can read new words correctly by blending the letter and letter group sounds I have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
I can read some common exception words and see where the letter sounds are different.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
I can read words made up of the letter sounds I know and which have the endings -s, -es, -ing, -ed, -er and -est.

Read other words of more than one syllable that contain taught GPCs.
I can read words of more than one syllable using sounds that I have been taught.

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.

Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.
I can read aloud books that use letters and letter groups I have been taught.

Re-read phonically decodable books to build up fluency and confidence in word reading.
I can use the sounds I know to re-read books more fluently and with more confidence.



Comprehension

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 he/she can read independently.
I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.
I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.

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 enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.

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 enjoy and understand rhymes and poems, and can recite some by heart.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.
I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.
I can usually spot if a word has been read wrongly by following the sense of the text.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.
I can talk about the title and events in books I have read or heard.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by 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.

Understand both the books he/she can already read accurately and fluently and those 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.

Participate in discussion about what is read to him/her, 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 clearly his/her understanding of what is read to him/her.
I can explain clearly my understanding of texts which have been read to me.

Spoken Language

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
I can listen to and talk about a wide range of poems, stories and non-fiction.

Discuss the significance of the title and events.
I can join in a talk about the title and what happens in a book.

Recite some poems and rhymes by heart.
I can recite some poems and rhymes by heart.

Participate in discussion about what is read to him/her, taking turns and listening to what others say.
I can join in a discussion about what is read to me, taking turns and listening to what others say.

Explain clearly his/her understanding of what is read to him/her.
I can explain clearly my understanding of what is read to me.

Say out loud what he/she is going to write about.
I can say out loud what I am going to write about.

Compose a sentence orally before writing it.
I can speak a sentence before writing it.

Discuss what he/she has written with the teacher or other pupils.
I can discuss what I have written with the teacher or other children.

Read aloud his/her writing clearly enough to be heard by the group and the teacher.
I can read aloud my writing clearly enough to be heard by the group and the teacher.

Recognise and use language relating to dates, including days of the week, weeks, months and years.
I can recognise and use words relating to dates, including days of the week, weeks, months and years.

Use the language of time (including telling the time throughout the day first using o'clock and then half past).
I can use words about the time (including telling the time using o'clock and half past).

Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
I can use words for position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.

Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.
I can discuss and solve problems in familiar practical contexts, including using quantities.

In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).
I can ask simple questions in science and know that they can be answered in different ways.