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|  | Book Skills | Reading Strategies | Enjoyment | Comprehension  |
| 22-36 (1) | * Turn pages in a book (sometimes may be several at once)
* Show some understanding of how a book works
 | * Repeats words or phrases from familiar stories
* Fill in the missing word from known story or rhyme
* Match objects to pictures and symbols
 | * Enjoys and knows by heart some favourite stories, rhymes, songs and jingles
* Shows interest in play with sounds, songs and rhymes
* Listens with interest to the noises adults make when they read stories
 | * Identify action words by pointing to the right picture
* Understand who, what, where in simple questions
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| 30-50 (2-4) | * Handles book carefully
* Knows information can be relayed in print
* Holds books the correct way up and turns pages
* Knows that print carries meaning
* Knows print is read from left to right and top to bottom
 | * Recognises rhythm in spoken words
* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
* Recognises familiar words and signs such as their own name and advertising logos
 | * Enjoys rhyming and rhythmic activities
* Listens to and joins in with stories and poems, 1:1 and in small groups
* Shows interest in illustrations and print in books and print in the environment
* Looks at books independently
 | * Shows awareness of rhyme and alliteration
* Beginning to be aware of the way stories are structured
* Makes predictions – suggests how story ends
* Listens to stories with increasing attention and recall
* Talks about characters and events
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| 40-60 (5-7) | * Knows that information can be gathered from books and computers
 | * Continues a rhyming string
* Hears and says the initial sounds in words
* Can segment and blend sounds in CVC words
* Links sounds to letters, naming and sounding the letters of the alphabet
* Read simple sentences
* Begin to read some HFW – Block One and two
 | * Enjoys an increasing range of books
* Say what they like about a book
* Makes simple predictions
 | * Use language and forms of speech that are influenced by their experience of books
* Demonstrate understanding in simple terms when discussing a text
* Relate books to their own experiences
* Answer simple questions about a text
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| ELG (8-10) | * Knows to read from left to right and from top to bottom
* Understand that words, pictures and symbols convey meaning
* Use picture clues to help read a simple text
* Make 1:1 correspondences between written and spoken words
 | * Recognise and say phonemes up to Phase 3 (inc most common long and complex vowel)
* Recognise HFW in first four Blocks
* Uses phonic knowledge to blends phonemes in CVC, CVCC, CCVC words (Phase 4)
* Read simple sentences (yellow level)
 | * Says what their favourite part of a book was
* Says what they like about a character
 | * Retells a well-known story with a clear beginning, middle and end
* Answers simple literal retrieval questions (yellow level book)
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|  |  | Word Reading | Comprehension | Response and Enjoyment |
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| Entering Y1 (11-12)Y1Ei/Y1Eii | Indep at Blue level | * Some awareness of punctuation marks: pausing at full stops
* Use picture clues with initial sounds to read unknown words
* Blend words with four phonemes (including digraphs)
* Use phonic knowledge to attempt unknown words, including most common long and complex vowel digraphs (up to Phase 4)
* Read, on sight, the majority HFW in Blocks 1-4
 | * Recall main points of a recount in the correct sequence
* Use the structure and repeated language of a simple story when re-enacting and retelling
* Infer at a simple level, i.e. who is speaking
* Use knowledge of simple sentence structures, images and repeated patterns to make predictions
* Know difference between fiction and non-fiction and simple features
 | * Familiar with a range of traditional tales
* Say how they feel about stories and poems
* Understand, and use correctly, terms relating to the conventions of print (book, title, labels, cover, beginning, middle, end, letter, word, line)
* Return to favourite books, songs, rhymes
* Ask questions and express opinions about main events and characters in stories
* Enjoy rhymes and poems
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| Developing Y1 (13/14)Y1Di/Y1Dii | Indep at Green level | * Use phonic knowledge to attempt unknown words, including Phase 4 and alternatives for long vowel
* Read the majority HFW in Blocks 1-5
* Blend phonemes in words up to 5 phonemes
* Begin to use context of a sentence to read unknown words
* Use a range of cues to read with minimal support
* Self-corrects when words do not make sense
 | * Answer literal retrieval questions about a text
* Make inferences based on what is being said and done
* Make simple deductions with prompts and/or support from an adult
* Make predictions based on what has been read so far
* Talk about what characters are like, their motivations and what they might do
* Identify print effects, i.e. bold, italics, capitalisation etc
 | * Retell key stories/traditional tales considering their particular characteristics
* Choose and talk about a favourite book from a selection
* Discuss significance of title and events
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| Secure Y1 (15/16)Y1Si/Y1Sii | Indep at Turquoise | * Use phonic knowledge to attempt unknown words, (up to Phase 5)
* Blend phonemes in words with 6 or more phonemes
* Read the majority HFW in Blocks 1-8
* Use a range of cues, including context cues, to decode unknown words independently
* Read multi-syllabic words by breaking them into chunks
* Attempts to read with expression
 | * Pick out relevant information to answer questions
* Understand the sequence of a story
* Make inferences / deductions appropriate to reading band
 | * Express opinions about main events and/or characters, i.e. good/bad characters
* Recite some poems and rhymes by heart
* Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently (Gold Level)
* Explain clearly their understanding of what is read to them
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| Entering Y2 (17-18)Y2Ei/Y2Eii | Indep at Purple level | * Use a wide range of strategies to read for meaning
* Use phonic knowledge (up to Phase 5) to read words
* Use grammar of a sentence to decipher unknown words
* Read on sight the majority of HFW in Blocks 1-10
* Read accurately words with 2 or more syllables
* Reads with some expression
* Read aloud quickly and accurately without overt sounding and blending
 | * Answers opinions/deduction questions using examples from the text
* Makes simple inferences, e.g about character’s thoughts and feelings, and reasons for actions
* Understand how to use alphabetically ordered texts to retrieve information
 | * Familiar with, and can retell, wide range of Traditional Tales
* Retell story clearly and with appropriate detail
* Discuss the structure of a narrative
* Understand a range of different structures for information texts
* Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently (Lime and Brown Level)
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| Developing Y2 (19/20)Y2Di/Y2Dii | Indep Gold | * Read on sight all HFW blocks
* Reads fluently with pace without undue hesitation for unknown words
* Anticipates punctuation to read with expression
* Reads most words with common suffixes
 | * Make comparisons between books noting similarities , differences and preferences between narrative sequences, characters and settings
* Identify cause and effect information – in stories why events happen, in non-fiction why info has been included
* Refer to text directly when answering questions
* Identify how vocabulary choice affects meaning
 | * Identify how features are linked to purpose, e.g. why characters and settings in stories are described
* Use contents, index, glossary etc to help retrieve and understand non-fiction information
* Discusses classic and contemporary poems
* Explain what has happened so far in what they have read
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| Secure Y2 (21/22)Y2Si/Y2Sii | Indep Gold / White | * Read fluently with pace, intonation, expression and regard for punctuation
 | * Confidently discusses different words/phrases e.g. to create humour, images and atmosphere
* Makes detailed inferences and deductions based on what is said and done, including making predictions
 | * Make comparisons between books noting similarities , differences and preferences between layout and features
* Discusses books by the same author, same genre or based on similar themes
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| G.Depth Y223/24 | White/Lime | 23/24: All of the above at White / Lime LevelCan extend to Brown Level |