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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 |
| 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 |
| 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 |
| 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) |

|  |  | 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 |
| 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 |
| 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) |
| 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 |
| 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 |
| G.Depth Y2  23/24 | White/Lime | 23/24: All of the above at White / Lime Level  Can extend to Brown Level | | |