



Name: _____

Stage 1		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Comprehension		<p>I am beginning to participate in discussions about books.</p> <p>I am beginning to understand the difference between fiction and non-fiction.</p> <p>I can check, with prompting, that the text makes sense to me and can self-correct with support.</p> <p>I understand books I can already read and those I listen to – I may demonstrate this through role-play.</p> <p>I recognise and join in with predictable phrases and am able to retell familiar stories.</p> <p>I demonstrate an understanding of what is read to me.</p> <p>I find reading a pleasurable activity.</p>	<p>I find reading a pleasurable activity and I demonstrate this by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which I can read independently - becoming very familiar with key stories and being able to retell them. <p>I can recite some simple poems by heart.</p> <p>I can discuss word meanings, linking new meanings to those I already know.</p> <p>I understand both the books I can already read accurately and fluently and those I listen to by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense as I read and self-correct - Predicting what might happen on the basis of what has been read so far <p>-making inferences</p> <p>I am able to discuss the significance of titles and events.</p> <p>I understand the difference between fiction and non-fiction.</p> <p>I participate in discussion about what is read to me, taking turns and listening to what others say.</p>	<p>I see reading as a pleasurable activity and demonstrate this through talking confidently about preferences and am beginning to develop some favourite authors, poems or genres.</p> <p>I have become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>I understand both the books that I can already read accurately and fluently and those I listen to, by making inferences on the basis of what is being said and done and making sensible predictions supported by reasons (based on age-appropriate texts.)</p> <p>I can demonstrate an awareness of how to use age-appropriate non-fiction books to find information.</p> <p>I contribute confidently to discussions about books.</p>
	Word Reading	<p>I can respond with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>I can use phonic knowledge to decode regular words and I attempt to read some common irregular words.</p> <p>I can read and understand simple sentences.</p>	<p>I can read words with contractions.</p> <p>I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and – est endings.</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I am developing fluency through re-reading books.</p> <p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>I can blend sounds in unfamiliar words containing GPCs that have been taught.</p> <p>I can respond speedily with the correct sound to graphemes for all 40+ phonemes.</p> <p>I can read words with more than on syllable that contain taught GPC's.</p>	<p>I can read aloud more complex books, including those beyond my chronological age.</p> <p>I can apply knowledge of alternative graphemes for phonemes when reading unfamiliar words.</p> <p>I am working on the Y2 programme of study for word reading.</p> <p>I can read other words of more than one syllable that contain beyond taught GPCs.</p>