



Name:

Stage 3		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Comprehension		<p>I consistently apply my phonic knowledge and skills to decode quickly and accurately.</p> <p>I need support to read longer unknown words.</p>	<p>I usually read fluently, decoding most new words outside everyday spoken vocabulary.</p> <p>I can read longer words with support and I test out different pronunciations.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>I read with fluency, more challenging texts (including those beyond my chronological age), and select strategies to decode new words.</p> <p>I am beginning to clarify meaning of new words through contextual cues.</p>
Word Reading		<p>I am developing a positive attitude towards reading and my understanding of the text.</p> <p>I can self-correct when text does not make sense.</p> <p>I am beginning to use appropriate intonation when reading aloud.</p> <p>I am demonstrating knowledge of a developing range of poetry, stories and non-fiction.</p> <p>I can recognise and understand the different structures of non-fiction books that have been introduced.</p> <p>I am showing an increasing familiarity with a wide range of books, including fairy stories, myths and legends, and I can retell some of these orally.</p> <p>I read independently and show an understanding of what I have read. My understanding is demonstrated by the skills below:</p> <p>I can ask and answer simple questions appropriately.</p> <p>I can make some simple inferences on what is said and done.</p> <p>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p>	<p>I have developed a positive attitude towards reading and my understanding of the text.</p> <p>I can read accurately at speed, to allow a focus on understanding rather than decoding individual words.</p> <p>I check that the text makes sense by questioning unfamiliar words or phrases.</p> <p>I can read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>I am recognising some different forms of poetry. [For example, free verse, narrative poetry.]</p> <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can use a dictionary to check the meaning of words that I have read.</p> <p>I can identify conventions across familiar stories, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>I read independently and show an understanding of what I have read. My understanding is demonstrated by the skills below:</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can draw simple inferences such as inferring characters' feelings.</p> <p>I can retrieve and record information from non-fiction, using contents pages to locate information.</p>	<p>I have developed a positive attitude towards reading and my understanding of the text.</p> <p>I am reading independently both aloud and silently. When reading aloud, I show an awareness of audience. (e.g. changes in voice and pace)</p> <p>I can use appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts.</p> <p>I read independently and understanding what I have read by justifying inferences and deductions with evidence from the text.</p>