

Decoding: I continue to apply phonic knowledge and skills as the route to decode words

Decoding: I can self-correct when I have read a sentence incorrectly to check the text makes sense

Decoding: I can sound out most unfamiliar words accurately, without undue hesitation

Decoding: I can read words accurately and fluently without overt sounding and blending, at over 90 words per minute

*** Decoding: I can read most common exception words***

*** Decoding: I can read accurately most words of two or more syllables***

*** Decoding: I can read most words containing common suffixes***

Comprehension: I can re-tell a story, referring to most of the key events and characters

Comprehension: I can find the answers to questions in non-fiction, stories and poems

Comprehension: I can decide how useful a non-fiction text is for the purpose and know that they are structured in different ways

Comprehension: I can explain and discuss my understanding of books, poems and other materials that I have listened to or read

Comprehension: I can check what I read makes sense to me

Reading detective: I can ask and answer questions about the texts I am reading

Reading detective: I can make predictions based on what I have read so far

Reading detective: I can discuss the sequence of events in books and how items of information are related

Reading detective: I can draw upon what I already know or on background information and vocabulary provided by my teacher

Reading detective: I can recognise simple recurring literary language in stories and poetry

***Reading detective: I can answer questions and make some**

inferences on basis of what is being said or done*

GDWS - Reading detective: I can make inferences on what is being said or done in a book I am reading

* GDWS - Reading detective: I can predict what might happen on the basis of what has been read so far*

Language: I can discuss and clarify the meaning of words, linking new meanings to known vocabulary

Language: I can discuss my favourite words and phrases

Language: I can identify how vocabulary choice affects meaning - 'crept lets you know that he is trying to be quiet'

Language: I identify and comment on vocabulary and literary features - 'all tales start with once upon a time...'

Responding to Reading: I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself. I take turns and listen to what others have to say.

Big reader: I can continue to build up a repertoire of poems learnt by heart

Big reader: I read aloud books closely matched to my ability, sounding out unfamiliar words accurately, automatically and without hesitation

Big reader: I re-read these books to build up fluency and confidence in word reading

GDWS - Big reader: I can make links between the book I am reading and other books I have read