

**Decoding: I read words with contractions (I'll, I'm, we'll) and understand the apostrophe represents missing letters**

**Decoding: I can read words containing the GPCs I have been taught**

**Decoding: I apply my phonic knowledge and skills to decode words**

**Decoding: I can respond (speedily) with the correct sound to graphemes for all 44 phonemes, including alternative sounds for graphemes**

**Decoding: I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est)**

**Decoding: I can read the common exception words and discuss the unusual correspondences between spelling and sound**

**\*Decoding: I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\***

**\*Decoding: I can sound out many unfamiliar words accurately\***

**\*Decoding: I can read many words quickly and accurately without overt sounding and blending\***

**\*Decoding: I can read many common exception words\***

**\*Decoding: I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\***

**Comprehension: I check a text makes sense as I read and correct inaccurate reading.**

**Comprehension: I can answer straightforward questions about a story and make inferences on what is being said and done**

**Comprehension: I explain clearly an understanding of what has been read to me**

**Comprehension: I am beginning to recognise the difference between fiction, poetry and non-fiction and discuss a wide range at a level beyond that which I can read**

**\* Comprehension: I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me\***

**Reading detective: I can use picture clues to help reading simple texts**

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

**Reading detective: I can express opinions about main events and characters in a story and discuss the significance of text titles**

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

**Reading detective: I can recognise why a character is feeling a certain way**

**Language: I can recognise and join in with predictable phrases eg. 'Once upon a time, happily ever after' etc.**

**Language: I can recognise repetition of language in my reading**

**Language: I can discuss what new words mean, linking new meanings to those already known**

**Responding to Reading: I can link what I read or hear to my own experiences, with encouragement**

**Responding to Reading: I can participate in discussions about what is read to me, taking turns and listening to what others say**

**Big reader: I can discuss the significance of the titles and events**

**Big reader: I can read aloud accurately books that are consistent with my developing phonic knowledge**

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

**Big reader: I can appreciate rhymes and poems and can recite some by heart**

**Big reader: I can become very familiar with key stories, fairy stories and traditional tales, and can retell them and consider their particular characteristics**