

Reading



Name _____

Class _____

Standard R

| | Decoding | Evidence date | | |
|---|---|---------------|--|--|
| 1 | I can turn pages holding the book the right way up. | | | |
| 2 | I can handle books carefully | | | |
| 3 | I can look at books independently. | | | |
| 4 | I can recognise familiar words and signs. (own name, advertising logos etc.) | | | |
| 5 | I can gain simple meaning by using illustrations. | | | |
| 6 | I can state simple likes / dislikes about familiar texts. | | | |
| 7 | I can point to the correct word when 'reading' simple texts from memory | | | |
| 8 | I know that text runs from left to right and top downwards in English. | | | |
| 9 | I know the sounds of most letters of the alphabet. | | | |
| 10 | I can identify initial sounds in familiar words. | | | |
| 11 | I can blend CVC words | | | |
| 12 | I can use my knowledge of letter / sound correspondences to help me read simple unknown words. | | | |
| 13 | I am beginning to recognise language patterns in stories, poems and other texts. | | | |
| 14 | I am able to read most high frequency words from YR word list. | | | |
| 15 | I can use phonic knowledge at current standard to attempt unknown words. | | | |
| Deduce and Infer | | | | |
| 16 | I can gain simple meaning by using illustrations, when I can't yet read the text. | | | |
| 17 | I show curiosity about the content of stories | | | |
| 18 | I am beginning to use the meaning of simple unfamiliar stories to make predictions (e.g Suggest how a story might end). | | | |
| 19 | I can use pictures to predict what is happening in a story | | | |
| Explore - Author, Language and Viewpoint | | | | |
| 20 | I can state simple likes / dislikes about familiar texts. | | | |
| Retrieve | | | | |
| 21 | I can retell an event in a story or information from a non-fiction text. | | | |
| 22 | I can put the important parts of a story that I know in order. | | | |
| 23 | I can talk about the main points / key events in a text. | | | |
| 24 | I can use story language when retelling or creating stories, either orally or in writing. | | | |
| 25 | I know that information can be retrieved from different sources of information such as books, posters and computers. | | | |

Standard 1

| | Decoding | Evidence date | | |
|----|--|---------------|--|--|
| 1 | I can distinguish between a word, a letter and a space. | | | |
| 2 | I can point to a full stop in a text. | | | |
| 3 | I can read almost all of the YR high frequency word list. | | | |
| 4 | I can use phonic knowledge to attempt unknown words. | | | |
| 5 | I can read aloud and am beginning to use expression to show awareness of punctuation (may only be a full stop at this stage). | | | |
| 6 | I can read all YR high frequency words. | | | |
| 7 | I can recognise familiar words in standard appropriate texts. | | | |
| 8 | I can read all YR and some Y1/2 high frequency word lists. | | | |
| 9 | I can use knowledge of letters, sounds and words to establish meaning when reading aloud. | | | |
| 10 | I am beginning to identify when reading does not make sense and attempt to self-correct myself | | | |
| | Deduce and Infer | | | |
| 11 | I am beginning to make predictions based on titles, text, blurb and / or pictures. | | | |
| 12 | I can make plausible predictions about the plot of an unknown story, using the text and other book features. | | | |
| 13 | I can make plausible predictions about characters, using knowledge of the story and own experiences. | | | |
| | Explore - Author, Language and Viewpoint | | | |
| 14 | I can talk about likes / dislikes of stories and information texts. | | | |
| 15 | I can notice interesting words ('WOW' words grow with the age of the child). | | | |
| 16 | I can choose and talk about a book from a selection. | | | |
| 17 | I can express opinions about main events and characters in stories, e.g. good and bad characters. | | | |
| | Retrieve | | | |
| 18 | I can listen attentively to stories at an appropriate interest level. | | | |
| 19 | I can use pictures (unprompted) and texts to identify meaning. | | | |
| 20 | With support, I can answer a simple, literal questions, in texts at an appropriate reading level (Maybe using picture clues if not prompted). | | | |
| 21 | I can sometimes talk about main points or key events in a simple text. | | | |
| 22 | I can retell familiar stories with growing confidence. | | | |
| 23 | I am beginning to recognise a range of patterns in text, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts). | | | |
| 24 | I can retell known stories, including significant events / main ideas in a sequence. | | | |
| 25 | I can answer simple questions / find information in response to a direct, literal question | | | |

Standard 2

| | Decoding | Evidence date | | |
|----|--|---------------|--|--|
| 1 | I can read most of the Y1/2 high frequency words. | | | |
| 2 | I can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g a_e, ai) or graphemes that have more than one sound (e.g bread, read, beach, said). | | | |
| 3 | I know the function of full stops when reading and show this when I read out loud. | | | |
| 4 | I can use a range of phonic strategies to read unknown regular words. | | | |
| 5 | I can identify when reading does not make sense and self-corrects in order for the text to make sense. | | | |
| 6 | I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant) | | | |
| 7 | I can read words with contractions, e.g. I'm, we'll, he's and understands that the apostrophe represents the omitted letters. | | | |
| 8 | I can read aloud with intonation, taking into account a wider range of punctuation. | | | |
| | Deduce and Infer | | | |
| 9 | I can relate stories / texts to my own experiences, including story settings and incidents. | | | |
| 10 | I can make predictions about a text using a range of clues (e.g. experience of books written by the same author). | | | |
| 11 | I can provide simple explanations about events or information. | | | |
| 12 | I can explain the meaning of 'WOW' words in context (e.g despair, marvel) | | | |
| 13 | I can discuss reasons for events in stories by beginning to use clues in the story. | | | |
| | Explore - Author, Language and Viewpoint | | | |
| 14 | I can use the front cover and book title as well as illustrations and the words inside to make reading choices. | | | |
| 15 | I can talk about how different words and phrases affect meaning. | | | |
| | Retrieve | | | |
| 16 | I can retell an unknown story using beginning, middle and end. | | | |
| 17 | I can locate specific information on a given page in response to a direct question. | | | |
| 18 | I can locate some specific information e.g. key events, characters, names etc. or key information on a non-fiction page. | | | |
| 19 | I can summarise a story, giving the main points clearly in sequence. | | | |
| 20 | Having read a text, I can find the answers to questions both written and orally. | | | |
| | Analyse - Structure and organisation | | | |
| 21 | I am beginning to distinguish between fiction and non-fiction. | | | |
| 22 | I am beginning to talk about the features of certain non-fiction texts. | | | |
| 23 | I am beginning to use contents and index pages to locate information in non-fiction texts. | | | |
| 24 | I can talk about the features of certain non-fiction texts. | | | |
| 25 | I can demonstrate how to use information books. | | | |

Standard 3

| | Decoding | Evidence date | | |
|----|---|---------------|--|--|
| 1 | I can read independently using a range of strategies appropriately, including decoding, to establish meaning. | | | |
| 2 | I can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ("") for dialogue. | | | |
| 3 | I can read aloud with intonation and expression, taking into account higher standard punctuation, including ... () - ' . | | | |
| | Deduce and Infer | | | |
| 4 | I can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text. | | | |
| 5 | I can make plausible predictions based on knowledge from / of the text and wider connections (e.g other books on the same theme). | | | |
| 6 | I can explain how and why main characters act in certain ways in a story, using evidence from the text. | | | |
| 7 | I can discuss reasons for actions and events based on evidence from the text. | | | |
| 8 | I can discuss how characters are built from small details. | | | |
| 9 | I can explore potential meanings of ambitious vocabulary (WOW words) read in context (using knowledge of word origin, form and structure of the word or the context of the word). | | | |
| 10 | I can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act. | | | |
| 11 | I can recognise how a character is presented in different ways and respond to this with reference from the text. | | | |
| 12 | When prompted, I can justify and elaborate on opinions and predictions, referring back to evidence from the text. | | | |
| 13 | I can use clues from action, description and dialogue to establish meaning. | | | |
| 14 | I am beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act. | | | |
| | Explore - Author, Language and Viewpoint | | | |
| 15 | I can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. | | | |
| 16 | I can identify where language is used to create mood, build tension or paint a picture. | | | |
| 17 | I can comment on the author's choice of language to create mood and build tension. | | | |
| 18 | I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). | | | |
| | Retrieve | | | |
| 19 | I can summarise and explain the main points in a text, referring back to the text to support this. | | | |
| 20 | I can quote directly from the text to support thoughts and discussions. | | | |
| 21 | I can locate information by skimming (for general impression) and scanning (to locate specific information). | | | |
| 22 | I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). | | | |
| | Analyse - Structure and organisation | | | |
| 23 | I understand the purpose of a paragraph / chapter. | | | |
| 24 | I can use knowledge of the alphabet to locate specific information. | | | |
| 25 | I can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations) | | | |

Standard 4

| | Decoding | Evidence date | | |
|----|--|---------------|--|--|
| 1 | I can read a range of standard appropriate texts fluently and accurately. | | | |
| | Deduce and Infer | | | |
| 2 | I can clarify the meanings of ambitious words and / or phrases in context (appropriate level) | | | |
| 3 | I can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters and thinking / feeling and the way they act. | | | |
| 4 | I can explore alternatives that could have occurred in texts (e.g a different ending) referring to text to justify their ideas. | | | |
| 5 | I can understand and explain different characters' point of view. | | | |
| 6 | I can infer meaning using evidence from the text and wider experiences. | | | |
| 7 | I can use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text. | | | |
| 8 | I can discuss how an author builds a character through dialogue, action and description. | | | |
| 9 | I can infer and deduce meaning based on evidence drawn from different points in the text. | | | |
| 10 | I can talk about how a character could be seen in different ways, depending on how the author chooses to portray them. | | | |
| | Explore - Author, Language and Viewpoint | | | |
| 11 | I can identify and explain the difference between fact and opinion. | | | |
| 12 | I can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs). | | | |
| 13 | I can identify the point of view from which a story is told and how this affects the reader's response (e.g. an author's bias). | | | |
| 14 | I can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world. | | | |
| 15 | In most standard-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view | | | |
| 16 | I can understand that figurative language creates images. | | | |
| 17 | I can discuss the work of some established authors and know what is special about their work. | | | |
| 18 | I can justify preferences in terms of authors' styles and themes. | | | |
| | Retrieve | | | |
| 19 | I can skim and scan to identify key ideas in text. | | | |
| 20 | I can quote directly from the text to answer questions. | | | |
| 21 | I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes. | | | |
| | Analyse - Structure and organisation | | | |
| 22 | I can identify and discuss the various features of fiction genres (e.g. a science fiction, adventure, mystery etc.) | | | |
| 23 | I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. | | | |
| 24 | I can compare and talk about the structures and features of a range of non-fiction texts. | | | |
| 25 | I can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity). | | | |

Standard 5

| Decoding | | Evidence date | | |
|---|---|---------------|--|--|
| 1 | I can work out the meaning of unknown words from the way they are used in context. | | | |
| 2 | I can understand and explain the function of sophisticated punctuation including apostrophes for possession and contraction.. | | | |
| Deduce and Infer | | | | |
| 3 | I can confidently identify the point of view of some texts and how this impacts on the reader. | | | |
| 4 | I can identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard. | | | |
| 5 | I can explain a character's motives throughout a story and use evidence from the text to back up opinions. | | | |
| 6 | I can infer messages, moods, feelings and attitudes across a text in level / standard-appropriate texts (e.g. how a message can be inferred referring back to different points in the text where things have been implied). | | | |
| 7 | I can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this. | | | |
| 8 | I can evaluate relationships between characters (e.g. how characters behave in different ways when they interact with different people and different settings and consider the relevant importance of these instances when evaluating a character's actions). | | | |
| 9 | I can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story). | | | |
| Explore - Author, Language and Viewpoint | | | | |
| 10 | I can comment on the success of texts in provoking particular responses (e.g. anger, sadness) | | | |
| 11 | I can identify why a long-established novel may have retained its lasting appeal. | | | |
| 12 | I can discuss the difference between literal and figurative language and the effects of imagery. | | | |
| 13 | I can evaluate the success of a text providing evidence that refers to language, theme and style. | | | |
| 14 | I can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). | | | |
| 15 | I can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements. | | | |
| 16 | I can discuss the message a text has about society, a particular culture or traditions from the past. | | | |
| Retrieve | | | | |
| 17 | I can skim and scan non-fiction texts at speed for research. | | | |
| 18 | I can refer to the text to support predictions and opinions (Sum up what you have to find / discuss / think about / make your point etc.). | | | |
| 19 | I can retrieve and collate key ideas and information from a range of sources. | | | |
| 20 | I can explore texts to support and justify predictions and opinions. | | | |
| 21 | I am beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. | | | |
| 22 | I can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction) | | | |
| 23 | I can use quotations and text references to support ideas and arguments. | | | |
| Analyse - Structure and organisation | | | | |
| 24 | I can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flashbacks). | | | |
| 25 | I can decide on the quality and usefulness of a range of texts and explain clearly to others. | | | |