**In the First Year of school**

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| **I can/I know…** | **Date Achieved:** |
| **Magenta:**   * look at the words as I read * read from left to right * it has to make sense when I read * it has to sound right when I read * say one word and point to one word * some of the little/common words |  |
| **Red:**   * the sounds in the word * the letter sounds and some word endings * take a breath at a full stop and find the speech marks and question marks |  |
| **Yellow:**   * work out words. I can look across the word to look for letters and letter clusters I know * I can think about what would make sense and sound right * find the speech marks and make those bits sound like talking * say what I think is happening and say what will happen next * read without finger pointing |  |
| **Blue:**   * listen to myself as I read and check that it makes sense, sounds right and looks like * the common words * beginning to ask and answer questions about the books I read. I am learning to say; what I know about it already and ask questions to find out more. |  |

**After 1 year at school**

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| **I can/I know…** | **Date Achieved:** |
| * what the story is about. I know what happens in the story. |  |
| * now persevere/stick with a book and problem solve/think about it when I get stuck. |  |
| * when I have made a mistake when I read and I can fix it by:   + re-reading/rerunning   + reading on   + thinking about what makes sense. |  |
| * use different strategies to help me understand what I am reading. |  |
| * talk about what I am reading with others. |  |
| * now draw on my knowledge and skills that include: |  |
| * about books and how they work. (Concepts about print) |  |
| * speak about books using the words author, title and illustration. |  |
| * work out words out by chunking sounds I hear.   i.e., to blend phonemes (e.g., by saying *m/a/n/* is *man*) and to segment phonemes (e.g., by saying *seat* is *s/ea/t/*). |  |
| * the names of all the letters of the alphabet. |  |
| * say the sound each letter makes. |  |
| * “off-by-heart”  (100–200) of the words in my reading books. |  |
| * work out words I don’t yet know by using my growing knowledge of letter-sound relationships, which helps me to: * letter-sound combinations (graphemes)  (e.g., *sh*, *ch*, *ow*, *ai*, *th*, *oy*) and can make the correct sound for each one. * use what I know about how letters can be pronounced in different ways (e.g., ***a****bout*, ***a****nd*, **a**pron). * use strategies like: sounding out words;   + using my knowledge of letters and their sounds (graphemes) (e.g., *sh*, *aw*, *t*, *p*, *or*); and using what I already know to read words that contain familiar chunks (e.g., *est, en, ump)* |  |
| * work out words by using what I know about “rules” of how letter and sounds are put together (morphology) (e.g., the word endings *-s, -ing*, and -ed) |  |
| * use my vocabulary to help me understand words as I work them out (decode them) and to help me make meaning of what I am reading both within a sentence and across a whole text. |  |
| * what basic punctuation features mean (e.g., full stops, speech marks, and exclamation marks. |  |

**After 2 years at school**

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| **I can/I know…** | **Date Achieved:** |
| * say why I think someone wrote this *(to entertain, persuade or inform)* |  |
| * when my reading doesn’t make sense or sound right. I know what to do to fix it. |  |
| * find answers that are ‘right there’ in the text or pictures |  |
| * think about what I know already |  |
| * say what I think it will be about and what I think will happen next. |  |
| * make pictures in my head |  |
| * say what I know about the characters |  |
| * say what I think it is about |  |
| * choose a ‘good fit’ book that I can read by myself. |  |
| * remember lots of words; I don’t have to work them out. (300-500 words) |  |
| * if I don’t know the word I can figure it out by using: * letter sounds and letter clusters   *(e.g., s, t, p, sh, th, ch, ng) (e.g., e, a, o, ai, ow, igh, ou, ee)*   * sound chunks (e.g. ch-, sh-) * saying another word it looks like (e.g. cat, fat, mat) * saying parts of the word I know already * saying what I know about the meaning of parts of the word (e.g. beginnings and endings) |  |
| * find answers by: * re-reading and thinking carefully about what the word might mean * thinking about what I already know * thinking about the rest of the text * using cues in the pictures |  |
| * now understand the meaning of punctuation such as (full-stops, questions marks, parenthesis, bold and italics). |  |

**After 3 years at school**

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| **I can/I know…** | **Date Achieved:** |
| **Respond to and think critically about texts** |  |
| * monitor my reading, using a number of strategies when I find it hard using: * sentences * paragraphs * the whole text |  |
| * use a range of comprehension strategies to help me understand what I am reading |  |
| * think about what is happening in the text and relate it to my own experiences |  |
| * find and keep track of ideas and information in longer texts |  |
| * think about the information and ideas in a text and think about the purpose |  |
| * think about the writer’s purpose for writing and show how they wrote this in the text |  |
| **Knowledge and Skills** |  |
| * read all high-frequency words |  |
| * use a range of decoding strategies when I come across difficult words: * by recognising syllables within words * by using my knowledge of spelling patterns |  |
| * now the meanings of some common prefixes; (e.g. un-, re-, in-, dis-) |  |
| * know the meanings of some common suffixes; (e.g. -es, -ed, -ing, -ly, -er, -less, -full) |  |
| * explain how these affect the meanings of words |  |
| * the synonyms and multiple meanings of many common words (e.g. left, ight, right, fine) |  |
| * I use my knowledge of words to find the meanings of unknown words: * word families * sentence or phrase structures * the way words are used (collocations) |  |
| * look for information in a range of text lay-outs (e.g. text boxes) |  |
| * understand the purpose of basic punctuation |  |

**By End of Year 4**

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| **I can/I know…** | **Date Achieved:** |
| **Respond to and think critically about texts** |  |
| * what I like to read and can explain why. |  |
| * what I am able to read (self monitor selection of text) |  |
| * how to find what I like to read |  |
| * select from a range of strategies to help me when I lose meaning in a text: * cross-check * reread * use what I know about words and sentence structure * look for cues to confirm my predictions and inferences |  |
| * use a range of comprehension strategies |  |
| * identify and summarise the main ideas using my knowledge of how a text is structured |  |
| * make and explain my inferences using information in the text |  |
| * understand figurative language by making connections between information in the text and my prior knowledge. |  |
| * read for sustained periods of time |  |
| * read longer texts and remember what has happened over a number of days |  |
| * talk about what I have read with others (peers, group, teacher) |  |
| * discuss how well the text met its purpose. |  |
| **Knowledge and skills** |  |
| * read all high frequency words |  |
| * automatically select and apply a decoding strategy when I find unknown words |  |
| * work out the meanings of new words using a range of strategies |  |
| * the meanings of common prefixes (e.g. over-, mis-, sub-, pre-, inter-, semi, mid-) |  |

**By End of Year 4 (continued)**

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| **I can/I know…** | **Date Achieved:** |
| **Knowledge and skills (continued)** |  |
| * the meanings of most common suffixes (e.g. -ist, -ity, -ty, -ion, -able/ -ible, -ness, -ment) |  |
| * use references sources to find the meanings of new words (e.g. dictionary, thesaurus) |  |
| * guess word meanings from known roots and affixes (e.g. tele-port) |  |
| * work out the meanings of unfamiliar phrases and expressions |  |
| * recognise the features of some common text types |  |
| * use my knowledge of common text-types to understand the ideas and information in texts |  |

**By the End of Year 6**

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| **I can…** | **Date Achieved:** |
| **Respond to and think critically about texts** |  |
| * monitor my reading for accuracy and sense, demonstrating that I have the confidence to adjust my reading when I encounter difficulties (e.g., by varying the speed of reading, by rereading, and by attending to the most important information). |  |
| * make connections between my prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text |  |
| * locate and summarise ideas by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings |  |
| * use several pieces of information to make inferences (on information not directly in the text). |  |
| * evaluate and integrate ideas and information across a few texts. |  |
| * regularly read longer texts for longer timeframes and remember what I have read over days and across different texts on the same topic. |  |
| * identify and talk about writers’ purposes and on the ways they use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood). |  |
| **Knowledge and Skills** |  |
| * automatically read all high-frequency words |  |
| * automatically select an appropriate decoding strategy when I encounter unknown words |  |
| * work out the meanings of new words, using strategies such as: |  |
| * now use my knowledge of prefixes  (e.g. *over-*, *mis-*, *sub-*, *pre-*, *inter-*, *semi-*, *mid-*)and suffixes (e.g. *-ist*, *-ity*, *-ty*, *-ion*, *-able/-ible*, *-ness*, *-ment*) |  |
| * now use reference sources (e.g. online/ dictionaries and thesauruses, google ‘define’ ) to find the meanings of new words |  |

**By the End of Year 6 (continued)**

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| **I can…** | **Date Achieved:** |
| **Knowledge and skills (continued)** |  |
| * use inferring word meanings from roots and affixes I know (e.g. by using the known meaning of *tele*- and *-port* to infer the meaning of *teleport*) |  |
| * work out the meanings of unfamiliar phrases and expressions (e.g., figures of speech) by using my oral language and the context; |  |
| * recognise the features and purposes of familiar text types and use my knowledge to find my way around and understand texts |  |
| * use visual language features to help me understand the ideas and information in the texts I read. |  |

**By the End of Year 8**

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| **I can…** | **Date Achieved:** |
| **Respond to and think critically about texts** |  |
| * use appropriate skills and technologies to find and use a range of texts for specific purposes |  |
| * use a use a wide range of comprehension strategies to understand text such as use my prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes |  |
| * identify and resolve issues that come from competing information in texts |  |
| * gather, evaluate, and synthesise information across a small range of texts |  |
| identify and evaluate the way writers’ use language and ideas to suit their purpose. |  |
| * apply some criteria to evaluate texts (e.g., accuracy of information; presence of bias). |  |
| **Knowledge and skills** |  |
| * decode texts automatically. |  |
| * use a range of strategies, such as inferring, to work out more complex words. |  |
| * recognise and understand the features and structures of a wide variety of text types and text forms. |  |
| * recognise and understand a variety of grammatical constructions and some rhetorical patterns (e.g., cause and effect; comparing and contrasting |  |
| * make links across texts by recognising connectives or adverbial clauses |  |
| * use my growing wide range of academic and content-specific vocabulary to understand texts. |  |
| * interpret metaphor, analogy, and connotative language. |  |