



## Word Reading

Apply phonic knowledge and skills as the route to decode words.  
*I can use letter sounds to work out and read new words.*

**Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.**  
*I can say quickly the sound of all the letters and letter groups.*

**Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**  
*I can read new words correctly by blending the letter and letter group sounds I have been taught.*

**Read many common exception words from English Appendix 1.**  
*I can read many common exception words.*

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.  
*I can read words made up of the letter sounds I know and which have the endings -s, -es, -ing, -ed, -er and -est.*

Read other words of more than one syllable that contain taught GPCs.  
*I can read words of more than one syllable using sounds that I have been taught.*

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).  
*I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.*

Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.  
*I can read many words quickly and accurately without needing to sound and blend words I have seen before.*

**Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.**  
*I can read aloud books that use letters and letter groups I have been taught.*

Re-read phonically decodable books to build up fluency and confidence in word reading.  
*I can use the sounds I know to re-read books more fluently and with more confidence.*



## Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.**  
*I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.  
*I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**  
*I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.  
*I can join in with words when I can guess what is coming next.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.  
*I can enjoy and understand rhymes and poems, and can recite some by heart.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.  
*I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.*

Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.  
*I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.**  
*I can usually spot if a word has been read wrongly by following the sense of the text.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.**  
*I can talk about the title and events in books I have read or heard.*

Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.  
*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.**  
*I can say what might happen next in a story.*

Participate in discussion about what is read to him/her, taking turns and listening to what others say.  
*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*

Explain clearly his/her understanding of what is read to him/her.  
*I can explain clearly my understanding of texts which have been read to me.*

## Spoken Language

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can listen to and talk about a wide range of poems, stories and non-fiction.*

Discuss the significance of the title and events.  
*I can join in a talk about the title and what happens in a book.*

Recite some poems and rhymes by heart.  
*I can recite some poems and rhymes by heart.*

Say out loud what he/she is going to write about.  
*I can say out loud what I am going to write about.*

Compose a sentence orally before writing it.  
*I can speak a sentence before writing it.*

Read aloud his/her writing clearly enough to be heard by the group and the teacher.  
*I can read aloud my writing clearly enough to be heard by the group and the teacher.*

Use the language of time (including telling the time throughout the day first using o'clock and then half past).  
*I can use words about the time (including telling the time using o'clock and half past).*

Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.  
*I can discuss and solve problems in familiar practical contexts, including using quantities.*