

For the children to be next year they MUST BE secure in all of the red statements.							
Reading Stage 1		Name	Class				
Decoder- Letters and Sounds 4-5	I can split two and three syllable words into separate syllables to support blending for reading.						
	I can respond speedily with the correct sound to grapheme for the 44 phonemes.						
	I can read words containing alternative sounds for graphemes e.g. ow in cow and snow.						
	I can read words with contractions (e.g. I'm, we'll) and understand that the apostrophe represents the omitted letter(s).						
	I can use phonic knowledge to blend sounds together to read CVC words.						
	I can use phonic knowledge to blend sounds together to read new words, including long phonemes.						
	I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est).						
	I can read approximately 150 high frequency words including the common exception words (tricky words).						
	I can check the text makes sense and I can self-correct while reading.						
Comprehender	I can identify the main events in a story or specific information in a text.						
	I can show my understanding of texts by answering questions related to who, what, where, when, why and how.						
	I can answer straight forward questions about a story.						
	I can recognise the difference between fiction and non-fiction.						
Reading Detective	I can express opinions and discuss the significance of the title and the main events in a text.						
	I can make simple predictions based on what has been read so far.						
	I can recognise and discuss the main characters in stories and discuss why they are feeling a certain way.						
	I can make inferences on the basis of what is being said and done.						
Language Lover	I can recognise obvious language patterns and repetition in stories to retell a story e.g. Once upon a time, a big bad wolf.						
	I can recognise repetition and patterns in language to support oral retelling in poetry.						
	I can discuss what new words mean, linking new meanings to those already known.						
Responder	I can link what I read or what I hear read to me, to my own experiences.						
	I can participate in discussions about what is read to me, taking turns and listening to what others say.						
Big Reader	I can make personal reading choices and explain reasons for my choices.						
	I can re-read books to build up fluency and confidence in word reading.						
	I can listen to a range of texts at a level beyond that at which I can read independently including stories, non-fiction and poems.						
	I can read a range of texts including familiar key stories, fairy tales and traditional tales and I can consider their particular characteristics.						
Developing Some coverage and evidence. 0-8 S1D		Secure Coverage and evidence of work within the stage expectations. 9-17 S1S		Next Year Ready Most concepts covered and evidenced. 18-26 S2R			