



## **1. Word reading, decoding and understanding**

- 1.1 Can decode unknown words applying phonic knowledge
- 1.2 Can recognise, read and identify the full range of vowel graphemes
- 1.3 Can recognise, read and identify the full range of consonant graphemes
- 1.4 Can break words into two or more syllables
- 1.5 Can read 90 words per minute at expected standard (gold shelf and above)
- 1.6 Can read most common exception words (Y1 and Y2)
- 1.7 Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er, est, ly, ful, less, ness, ment
- 1.8 Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text
- 1.9 Can use the context of the text to help read unfamiliar words
- 1.10 Can discuss word meanings, linking new meanings to those they already know (**Content domain 1a**)
- 1.11 Read most words accurately without overt sounding and blending. and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words
- 1.12 Can check that what is read makes sense and self-correct inaccurate reading
- 1.13 Can talk about and give an opinion on a range of texts
- 1.14 Can retell orally some stories orally including fairy stories and traditional tales
- 1.15 Can enhance meaning through expression and intonation

## **2. Comprehension (Retrieval)**

- 2.1 Recall main points with reference to fiction and non-fiction texts (who, what, where, when, how, why answers) (**Content domain 1b**)
- 2.2 Can read closely to obtain specific information e.g. what type of clothes someone was wearing

2.3 Can identify, select and highlight key words in a sentence to answer recall questions

2.4 Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters

2.5 Can recognise and talk about the main differences between fiction and non-fiction texts

## **3. Comprehension (Sequencing)**

3.1 Identify components of a story - beginning, middle and end

3.2 Can sequence events in text (**Content domain 1c**)

## **4. Comprehension (Inference)**

4.1 Can discuss the actions of characters and justify views on the basis of what is being said and done (**Content domain 1d**)

4.2 Can identify and discuss favourite words and phrases

4.3 Can ask questions to improve their understanding of a text

4.4 Is beginning to identify the author's main purpose for writing

4.5 Can explain what the writer might be thinking

4.6 Can summarise the main points from a passage or a text

4.7 Can make inferences for a book they are reading independently\*

Can make links between the book they are reading and other books they have read\*

## **5. Comprehension (Prediction)**

5.1 Can make a plausible prediction about what might happen on the basis of what's been said so far (**Content domain 1e**) \*

\*statements denote greater depth requirements