



Whitstone C.P. School - Reading – Age related expectations Foundation Stage

Decoding	Comprehending	Detecting	Language	responding	Big reader
<p>I can use my phonic knowledge to decode regular words and read them aloud accurately.</p> <p>I can read some common irregular words.</p> <p>I can read simple sentences.</p>	<p>I show that I've understand what I have read when talking with others.</p> <p>I understand simple sentences.</p>	<p>I can describe the main events in simple stories that I have read.</p>		<p>I can share my feelings and ideas about what I have read.</p>	

Year One

Decoding	Comprehending	Detecting	Language	Responding	Big reader
<p>I can use picture clues to help in reading simple texts</p> <p>I can use phonic knowledge to blend sounds together to read words, including long phonemes</p> <p>I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est)</p> <p>I can read the common exception words</p> <p>I can speedily read all 40+ letters/groups for 40+ phonemes</p> <p>I can read contractions and understand the use of the apostrophe</p>	<p>I can identify the main events or key points in a text</p> <p>I can answer straight forward questions about a story</p> <p>I can recognise the difference between fiction and non-fiction</p> <p>I can discuss the significance of the title and events</p>	<p>I can express opinions about main events and characters in a story</p> <p>I can make simple predictions about the characters</p> <p>I can recognise why a character is feeling a certain way</p>	<p>I can recognise obvious story language – Once Upon a Time, big bad wolf</p> <p>I can recognise repetition of language in my reading</p> <p>I can recognise and join in with predictable phrases</p> <p>I can discuss what new words mean, linking new meanings to those already known</p>	<p>I can link what I read or hear read to my own experiences, with encouragement</p> <p>I can participate in discussions about what is read to me, taking turns and listening to what others say</p>	<p>I can appreciate rhymes and poems, and can recite some by heart</p> <p>I can become very familiar with key stories, fairy stories and traditional tales, and can retell them and consider their particular characteristics</p>

Decoding	Comprehending	Detecting	Language	Responding	Big reader
<p>I can read familiar words quickly, without having to sound them out</p> <p>I can read words containing common suffixes</p> <p>I can use a range of decoding strategies</p> <p>I can self-correct when I have read a sentence incorrectly</p> <p>I can read exception words, noting unusual correspondences</p> <p>I can read most words quickly and accurately without overt sounding and blending</p>	<p>I can re-tell a story, referring to most of the key events and characters</p> <p>I can find the answers to questions in non-fiction, stories and poems</p> <p>I can decide how useful a non-fiction text s for the purpose</p> <p>I can discuss the sequence of events in books and how items of information are related</p>	<p>I can make predictions based on reading of other books by the author and my own experiences</p> <p>I can make simple inferences about thoughts and feelings of characters and reasons for their actions</p> <p>I can recognise key themes and ideas within a text</p>	<p>I can discuss and clarify the meaning of words, linking new meanings to known vocabulary</p> <p>I can discuss my favourite words and phrases</p> <p>I can identify how vocabulary choice affects meaning – ‘Crept’ lets you know that he’s trying to be quiet</p> <p>I can identify and comment on vocabulary and literary features – ‘All fairy tales start wit</p>	<p>I can make choices about which texts to read, based on prior reading experience</p> <p>I understand why a writer has written a text</p> <p>I can participate in discussion about books, poems and other words that are read to me and those that I can read for myself</p>	<p>I am aware that books are set in different times and places</p> <p>I can relate what I read to my own experiences</p> <p>I can continue to build up a repertoire of poems learnt by heart</p>

**Whitstone C.P. School -Reading – Age related expectations
Year Three**

Decoding	Comprehending	Detecting	Language	Responding	Big reader
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<p>I can read out loud confidently, understanding how to use a range of punctuation</p> <p>I can use knowledge of root words, suffixes and prefixes to read and understand new words</p> <p>I can use the context of the sentence to help me to read unfamiliar words</p>	<p>I can use alphabetically ordered texts to find information</p> <p>I can identify the features of different text types</p> <p>I can use a range of organisational features to locate information, such as labels, diagrams and charts</p> <p>I can identify the main ideas from more than one paragraph and summarise them</p>	<p>I can justify inferences with evidence from the text</p> <p>I can justify predictions with evidence from the text</p> <p>I can empathise with a character</p> <p>I can infer how a character is feeling from their thoughts and actions</p>	<p>I can discuss words and phrases that capture the readers imagination</p> <p>I can comment on the choice of language to create moods and build tension – ‘Crept’ lets you know that he was quiet, but also that he was going slowly as he didn’t want to be caught</p> <p>I can use a dictionary to check the meaning of words that I have read</p>	<p>I understand what the writer might be thinking</p> <p>I can begin to identify and comment on different points of view in the text</p> <p>I can evaluate specific texts with reference to text types</p> <p>I can identify how language contributes to meaning</p>	<p>I can start to make simple connections between books by the same author - @Dick King Smith often writes about animals</p> <p>I can start to recognise some features of the text that relate to its historical setting or its social or cultural background</p> <p>I can identify themes and conventions in a wide range of books</p> <p>I can retell some of the stories that I am familiar with orally (fairy tales, traditional tales)</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>I recognise different forms of poetry</p>

**Whitstone C.P. School - Reading – Age related expectations
Year Four**

Decoding	Comprehending	Detecting	Language	Responding	Big reader
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<p>I can recognise and understand an even greater variety of suffixes and prefixes</p> <p>I can read, on sight, all the words from Y3/4 spelling list</p> <p>I can recognise where words are an exception to the rule</p>	<p>I can locate information using skimming, scanning and text marking</p> <p>I can identify features of different fiction genres</p> <p>I can compare, contrast and evaluate different non-fiction texts</p>	<p>I can pull together clues from action, dialogue and description to infer meaning</p> <p>I can make predictions with evidence from the text and with knowledge of wider reading</p>	<p>I know how suspense is built up in a story, including the development of the plot</p> <p>I can recognise the use and effect of patterned language in text</p> <p>I can find and comment on examples of how authors express different moods, feelings and attitudes</p> <p>I can use a dictionary to check the meaning of words that I have read</p>	<p>I can identify themes and conventions in a wide range of books</p> <p>I can identify main ideas drawn from more than one paragraph and can summarise these</p> <p>I understand how the author wants the reader to respond</p> <p>I can identify how language contributes to meaning</p>	<p>I can make connections between books by the same author – Michael Morpurgo often start his stories in the present but then goes back in time</p> <p>I can make simple connections on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting</p> <p>I can recognise some different forms of poetry</p> <p>I can retell some of the stories that I am familiar with orally (fairy tales, traditional tales)</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
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Whitstone C.P. School - Reading – Age related expectations
Year Five

Decoding	Comprehending	Detecting	Language	Responding	Big reader
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<p>I can respond to more sophisticated punctuation</p> <p>I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses</p> <p>I can work out the pronunciation of homophones, using the context of the sentence</p>	<p>I can summarise the main ideas drawn from more than one paragraph</p> <p>I can discuss complex narrative plots</p> <p>I can discuss and explain my understanding of what we have read</p>	<p>I can draw information from different parts of the text to infer meaning</p> <p>I can discuss moods, feelings and attitudes using inference</p> <p>I can recognise different points of view</p> <p>I can predict what might happen from details stated and implied</p>	<p>I can identify and describe the styles of individual writers and poets</p> <p>I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose</p> <p>I can use language features of a range of non-fiction text-types to support understanding</p>	<p>I am able to talk about the themes in a story and recognise thematic links with other texts</p> <p>I can talk about the author's techniques for describing characters, settings and actions</p> <p>I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts</p> <p>I can ask questions to improve my understanding</p>	<p>I can compare the openings of a particular novel with the beginnings of other novels read recently</p> <p>I understand that texts reflects the time and culture in which they were written</p> <p>I can participate in discussion about books, building on my own and other's ideas and challenging views courteously</p> <p>I understand the difference between modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>I can recommend books that they have read to their peers, giving reasons for their choices</p>
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Whitstone C.P. School - Reading – Age related expectations					
Year Six					
Decoding	Comprehending	Detecting	Language	Responding	Big reader

<p>I can cope with different features of language used in poems and prose</p> <p>I can cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary</p> <p>I can use connectives as signposts to indicate a change of tone</p>	<p>I can distinguish between statements of fact and opinion</p> <p>I can recognise texts that contain features of more than one text type (persuasive letter)</p> <p>I can prepare for factual research, considering what is already known</p>	<p>I can identify and comment on explicit and implicit points of view</p> <p>I can use Point, Evidence, explain to support predictions and inferences</p> <p>I can identify character types across a range of texts</p>	<p>I know how style and vocabulary are linked to the purpose of the text</p> <p>I can compare and contrast the styles of individual writers and poets providing examples</p> <p>I can comment on and explain the writer's use of language features</p>	<p>I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution</p> <p>I can comment critically on the overall impact of poetry or prose, with reference to the text</p> <p>I can identify and describe the key characteristics about a writer or a poet's style</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing</p> <p>I can ask questions to improve my understanding</p>	<p>I am beginning to evaluate texts by comparing how different sources treat the same information</p> <p>I understand that texts reflect the time and culture in which they were written</p> <p>I can identify themes across a range of texts (social, cultural and historical)</p> <p>I can participate in discussion about books, building on my own and other's ideas and challenging views courteously</p> <p>I understand the difference between modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>I can recommend books that they have read to their peers, giving reasons for their choices</p>
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