



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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
I can read some common exception words and see where the letter sounds are different.

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 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 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.

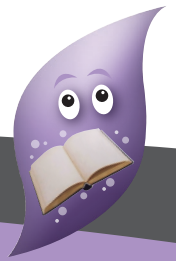
Discuss what he/she has written with the teacher or other pupils.
I can discuss what I have written with the teacher or other children.

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.





Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

I can use the sounds I know to decode words automatically and my reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.

Read accurately words of two or more syllables that contain graphemes taught so far.

I can read words of two or more syllables that contain sounds I have been taught.

Read words containing common suffixes.

I can read words containing common suffixes.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

I can read further common exception words and see where the sounds do not match the spelling.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

I can read most words quickly and accurately without needing to sound and blend words I have seen before.

Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

I can read aloud books within my reading level, without making many errors, and sound out new words without long pauses.

Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

I can re-read books, sounding out new words correctly to improve my speed and confidence.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.

I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.

I can enjoy reading, and discussing the order of events in books and how items of information are related.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.

Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.

I can enjoy reading by recognising repeated themes and ideas in stories and poems.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.

I can talk about my favourite words and phrases.

Comprehension cont

Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.

I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.

I can spot if a word has been read wrongly by following the sense of the text.

Understand both the books that he/she can already read accurately and fluently and those that 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 that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.

I can ask and answer simple questions about the books or stories I am reading.

Understand both the books that he/she can already read accurately and fluently and those that 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 based on what has happened so far.

Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, 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 and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.

I can explain what I think about books, poems and other material that I have read or heard.

Spoken Language

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.

I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

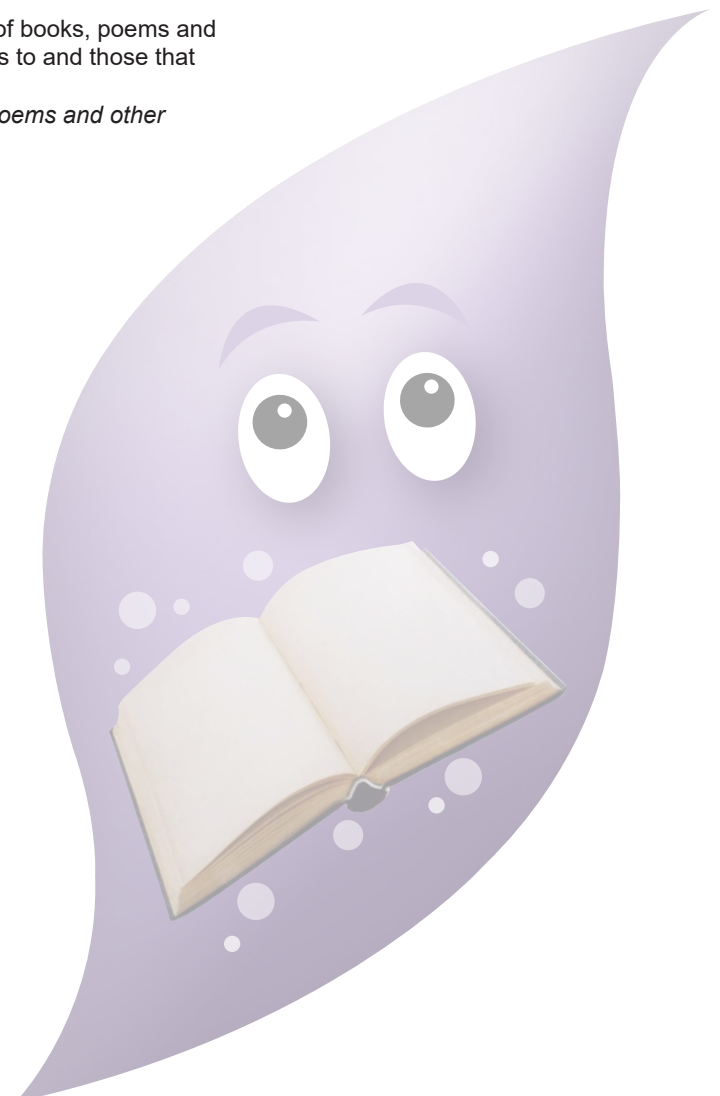
I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.

Discuss his/her favourite words and phrases.

I can discuss my favourite words and phrases.

Answer and ask questions.

I can answer and ask questions.





Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to including dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.

I can read further exception words including words that do not follow spelling patterns.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.

I can show that I enjoy reading by reading lots of different types of books.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.

I can tell you what a book that I am reading is about.

Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.

I can read aloud poems and performing play scripts.

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

I can discuss words in the books that I read that excite me.

Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.

I can understand what I have read, checking that it makes sense by talking to others about it.

Understand what he/she reads by asking questions to improve his/her understanding of a text.

I can ask questions about the texts that I have read to help me understand them.

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I can work out what a character in a book is feeling by the actions they take and can explain how I know.

Understand what he/she reads by predicting what might happen from details stated.

I can predict what might happen from clues in what I have read.

Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.

I can tell someone about the main ideas in a paragraph.

Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.

I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.

Retrieve and record information from non-fiction.

I can use non-fiction texts to find out information on a subject.

Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

I can talk about books and poems and I can take turns in telling people about them.

Spoken Language

Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.

I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.

Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.





Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets, with reference to English Appendix 1.

I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

I can read and decode further exception words accurately, including words that do not follow spelling patterns.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.

I can show that I enjoy reading by reading lots of different types of books and for different reasons.

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

I can use a dictionary to check the meaning of words.

Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

I can discuss words and phrases that excite me in the books that I read.

Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.

I can discuss different types of poetry e.g. free verse and narrative poetry.

Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

I can check what I have read, and that I have understood it, by telling someone else what has happened.

Understand what he/she reads by asking questions to improve his/her understanding of texts with increasing complexity.

I can ask questions about what I have read to help me understand a complicated text.

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

I can tell from what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this.

Understand what he/she reads by predicting what might happen from details stated and implied.

I can predict what will happen in a text, using details I have already read to help me.

Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.

I can summarise what has happened in a text, using themes from paragraphs to help me.

Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.

Retrieve and record information from non-fiction over a wide range of subjects.

I can find and record information from non-fiction texts over a wide range of subjects.

Participate in clear reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.

Spoken Language

Ask reasoned questions to improve his/her understanding of a text.

I can ask reasoned questions to improve my understanding of a text.

Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.





Band 6 - English Word Reading, Comprehension, Spoken Language

Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.
I can read aloud and understand the meaning of the words on the Year 5/6 list.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.

I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.

I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.

I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.

I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.

I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.

I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.

Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.

I can understand how language, structure and presentation contribute to the meaning of a text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can talk about how authors use language, including figurative language, and the impact it has on the reader.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

Provide reasoned justifications for his/her views.

I can fully explain my views with reasons and evidence from the text.

Spoken Language

Ask specific reasoned questions to improve his/her understanding.

I can ask specific reasoned questions to improve my understanding.

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

