

Year 1 Reading Skills and Knowledge
Reading – Word Reading
I can use my phonic knowledge to read phase 5 words.
I can identify all 40+ phonemes.
I can use my sounds to read unfamiliar words.
I can read Phase 5 sight words (common exception words).
I can read words with suffixes (containing taught GPCs).
I can read words with more than one syllable (containing taught GPCs).
I can read words with contractions.
I can read aloud phonically decodable texts with increasing fluency (phase 5).
I can break down compound words to help me work out the meaning.
I can self-correct errors while I am reading so that it makes sense.
I can read orange/turquoise band books. (Band 6/7)
Range of texts
I am familiar with key stories, fairy stories and traditional stories.
I can read and understand a variety of fiction and non-fiction texts independently.
I can read a range of poetry
Reading – Comprehension
I can relate my personal experience to what I read or hear being read to me.
I can retell a range of stories and identify some characteristics.
I can recognise and join in with predictable phrases from a text.
I can recite some common rhymes and poems by heart.
I can discuss what a word means and suggest alternatives e.g. alternative words for happy.
I can answer questions about what I have read (answering how and why questions).
I can ask questions about what I have read (asking how and why questions).
I can work out what is happening based on what is being said and done in the text (deduction & inference).
I can predict what might happen next in a story.
Behaviours and attitudes
I enjoy listening to stories being read and I take pleasure in reading by myself.
I can take turns to talk about the story and listen to what others say.
I can clearly express views based on what has been read to me, or what I have read.

Year 2 Reading Skills and Knowledge
Reading – Word Reading
I can blend unknown words quickly and silently.
I can read accurately most words of two or more syllables
I can read most words containing common suffixes* eg enjoyment, sadness, careful, hopeless, badly
I can read most common exception words.*
I can sound out most unfamiliar words accurately, without undue hesitation.
I can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
I can read Gold Band books (Band 9, levels 21/22) independently
I can check it (the text) makes sense to me, correcting any inaccurate reading
I can use strategies other than phonics to work out unknown words eg context - reading on/back, self-correcting, analogy, grammatical structure
I can read fluently (90 words per minute) with expression understanding what I have read
I can take note of a range of punctuation when reading eg full stops, exclamation marks, question marks and speech marks
Range of texts
I am familiar with key stories, fairy stories and traditional stories.
I can read and understand a variety of fiction and non-fiction texts independently.
I can read a range of poetry, and recite several poems by heart
Reading – Comprehension
I can identify words I don't know and ask what they mean
I can explain what has happened so far in what I have read.
I can re-tell a story I have read and re-tell familiar stories
I can ask & answer simple questions using evidence from the text (literal retrieval)
I can answer questions and make some inferences
I can use knowledge of a story so far to make predictions about what will happen next
I can use organisational devices in non-fiction texts to retrieve and discuss information
I can relate my personal experience to what I read or hear being read to me
I can make links between the book I am reading and other books I have read
I can listen to and discuss the structure and language in poems and stories
Behaviours and attitudes
I enjoy listening to and discussing books at a level higher than I can read independently
I can clearly express views based on what has been read to me, or what I have read
I am beginning to show I have some reading preferences

