



Assessment group (\* focus child):

Highlight secure statements only

autumn term = orange

spring term = green

summer term= yellow

I know most phoneme/ grapheme correspondences		I can discuss the title of a book and say what it is about	Orange = Content Domains Grey = TAFs 2018-2019
<b>I can blend letters to read words with long vowel sounds in sets 2 and 3 (L&amp;S)</b>	I can read a text aloud with expression, using punctuation to help communicate understanding	I can use vocabulary or clues given by my teacher to help me understand what I read	I can say whether I like a story and sometimes I explain why
I can read words with different endings e.g. -s, - es, -ing, -ed, -er, -est	I can check that a text makes sense as I read and correct myself when a word does not make sense	I can take turns with others when we discuss a book together	I can say whether I like a poem and sometimes explain why
<b>I can read on sight all of the common exception words up to sets 3 and 4 (RWI)</b>	I can infer meaning from a picture e.g. <b>How is the character feeling? How do you know?</b>	I can listen to what others say about a book or poem and say what I think about it	I can choose a book to read myself and give a reason for my choice
I can read longer words including 2 and 3 syllable words	I can re-tell events, giving the main points in sequence	I can explain the difference between different text types e.g. plays, poetry, non-fiction	I can recognise and join in with predictable phrases e.g. <b><i>happily ever after</i></b>
I am secure in my phonics and use these skills to try reading unknown words	I can tell you what a character is like based on what they say and do	I can discuss the effect that ? and ! have when I am reading	I can recognise rhyme and recite some rhymes/ poems by heart
I use more than one way to read a word I don't know e.g. phonics, getting clues in the sentence	I can make some sensible predictions of what might happen next in a story	I can discuss facts and in- formation that I have read in non-fiction texts	I can link what I have read to my own experiences
I can read words with contrac- tions e.g. I'm, I'll, we'll and understand the apostrophe stands for a missing letter(s)	I can find information in fac- tual writing, including using the contents page, index	I am starting to identify effective word choices when I discuss a text e.g. slimy	I can re-tell my favourite fairy stories and traditional tales
<b>WORD READING</b>	<b>UNDERSTANDING READING</b>	<b>DISCUSS, EXPLAIN, EVALUATE</b>	<b>ATTITUDES TO READING</b>

Overall Assessment

Date/judgement:

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**WTS** (working towards the expected standard); **EXS** (working at the expected standard);

**GDS** (working at greater depth within the expected standard)