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| GREY | I can read fluently. | | | | | |
| BROWN | I can read most common exception words ("tricky" words)* | | | | | |
| LIME | I can read most words containing common suffixes. | | | | | I can make links between the book I am reading and other books I have read. |
| WHITE | I can re-read books to build up my fluency and confidence. | I can check that the text makes sense to me as I read and correct mistakes I make. | | I am becoming more familiar with a wider range of stories, fairy stories and traditional tales and can retell some of these. | I can recite by heart and appreciate more rhymes and poems – using intonation to make the meaning clear. | I can take part in role play to explore characters and show my understanding. |
| GOLD | I can read aloud books that match my phonic knowledge. | | | | | |
| PURPLE | I can read most words quickly and accurately without using strategies when I have seen them lots of times. | In a familiar book, I can check that the text makes sense to me as I read. | I can predict what might happen next. | I am aware of different types of non-fiction books and how they are structured in different ways. | I can recite by heart and appreciate more rhymes and poems. | I can discuss my understanding of what is read to me and what I read myself. |
| TURQUOISE | | | | | | |
| ORANGE | I can sound out most unfamiliar words. | | | | | |
| GREEN | I can read accurately most words of two or more syllables. | I can understand books by using what I already know, background information and vocabulary from the teacher. | I can ask relevant questions. | I can recognise simple recurring literary language in stories and poetry. | I can discuss my favourite words and phrases. | I can explain clearly my understanding of what is read to me and what I read myself. |
| BLUE | | | | | | |
| YELLOW | I can apply my phonics and skills to decode words. | I can give my views about a wide range of contemporary and classic poems, stories and non-fiction. | I can answer questions on the basis of what is being said or done. | I can discuss the sequence of events in books and how information is related. | I can clarify the meanings of words. | I can take turns during discussions and listen to what others say. |
| RED | I can recognise alternative sounds for graphemes. | | | | | |
| PINK | I can read by blending the common graphemes for all 40+ phonemes | I can listen to and discuss a wide range of poems, stories and non-fiction. | I can make some inferences on the basis of what is being said or done. | I can discuss the sequence of events in books. | I can discuss the meanings of words. | I can link what I read to my own experiences. |
| Books | Word | Understand and Retrieve | Interpret | Organisation and Structure | Language | Viewpoint |
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