



Things I need to do to be a good reader in Year 1:

<i>I know when to use phonic knowledge to decode words.</i>		<i>I blend sounds in unfamiliar words based on known GPCs.</i>		<i>I hear and recognise all 40+ phonemes.</i>	
<i>I read common words using phonic knowledge, where possible.</i>		<i>I read words with familiar endings - s, es, ing, ed, er, est.</i>		<i>I match all 40+ graphemes to their phonemes (Phase 3).</i>	
<i>I read words of more than one syllable that contain taught GPCs.</i>		<i>I read words which have the prefix –un added.</i>		<i>I identify all 40+ graphemes in my reading.</i>	
<i>I read phonically decodable texts.</i>		<i>I read phonically decodable texts, with confidence.</i>		<i>I know that words can have omitted letters and that an apostrophe represents the omitted letters.</i>	
<i>I know the difference between a story book and an information book.</i>		<i>I divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset.</i>		<i>I can find contractions in my reading.</i>	
<i>I can find the title, author and the illustrator of a book.</i>		<i>I say if a story reminds me of another story or something that I have experienced.</i>		<i>I read words with contractions.</i>	
<i>I know some familiar stories.</i>		<i>I retell key stories orally using narrative language.</i>		<i>I read compound words, for example football, playground, farmyard, bedroom.</i>	
<i>I use picture clues to support my understanding.</i>		<i>I make predictions based on the events in the story.</i>		<i>I can answer retrieval questions about a book.</i>	
<i>I recognise a character's feelings.</i>				<i>I understand that a writer can leave gaps for the reader to fill.</i>	
<i>I can say why a character has a feeling.</i>				<i>I answer questions which fill the gaps in a story. (Inference)</i>	
<i>I read aloud with pace and expression.</i>					



Things I need to do to be a good reader in Year 2:

<i>I use the graphemes taught to blend sounds.</i>		<i>I know that the same grapheme may be read in different ways.</i>		<i>I read words of two or more syllables accurately.</i>	
<i>I know that phonemes may be represented by different graphemes.</i>		<i>I use different strategies to support fluent decoding.</i>		<i>I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</i>	
<i>I read familiar words automatically and accurately without sounding or blending.</i>		<i>I recognise key ideas in a text.</i>		<i>I read these books fluently and confidently without overt sounding out</i>	
<i>I can read most words containing common suffixes*</i>		<i>I can retell stories with the key events in the correct sequence.</i>		<i>I recite or perform a poem making the meaning clear.</i>	
<i>I can read ahead to aid with fluency and expression.</i>		<i>I know how to find information in a non-fiction book.</i>		<i>I find inferences about characters' feelings and thoughts.</i>	
<i>I can check that text I read makes sense.</i>		<i>I can find patterned or recurring literary language in poems and stories.</i>		<i>I can explain inferences about characters' feelings and thoughts.</i>	
<i>I can use commas, question marks and exclamation marks to vary expression</i>		<i>I can find the answers to retrieval questions about stories, poems or non-fiction texts.</i>		<i>I give reasons for characters' actions or behaviour.</i>	
<i>I can read aloud with expression and intonation.</i>		<i>I can make predictions about possible events.</i>			
		<i>I can comment on the plot, setting and characters in familiar and unfamiliar stories.</i>			



Things I need to do to be a good reader in Year 3:

<i>I use root words to help me read unfamiliar words.</i>		<i>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</i>		<i>I use analogy drawing on the pronunciation of similar known words to read others.</i>	
<i>I use prefixes and suffixes to read unfamiliar words.</i>		<i>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</i>		<i>I can explain why a writer makes choices about words and language used.</i>	
<i>I can identify the plot in a narrative.</i>		<i>I can talk about the different plot structures in genres read.</i>		<i>I understand the difference that the precise choice of adjectives and verbs makes.</i>	
<i>I know how to use a non-fiction book to find identified information.</i>		<i>I can find effective words and language in reading that writers have used to create effects.</i>		<i>I can explain why a writer has chosen specific words and language.</i>	
<i>I understand that any book read must be meaningful.</i>				<i>I can record words and language from reading to use in my own writing.</i>	
<i>I check understanding in any book or text that I read.</i>				<i>I infer characters' feelings, thoughts and motives from their actions.</i>	
<i>I recognise how commas are used to give more meaning.</i>				<i>I identify the organisation and layout in books.</i>	
<i>I recognise and name different types of poems which have been introduced.</i>				<i>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i>	
<i>I recognise inverted commas.</i>				<i>I use analogy drawing on the pronunciation of similar known words to read others.</i>	
<i>I recognise plurals, pronouns and how used, collective nouns and adverbs.</i>					



Things I need to do to be a good reader in Year 4:

<i>I know when phonic strategies will help to read a word and when they will not.</i>		<i>I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.</i>		<i>I use analogy drawing on the pronunciation of similar known words to read others</i>	
<i>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</i>		<i>I can find examples of patterned language for effect.</i>		<i>I can explain the effect of patterned language.</i>	
<i>I can find words and language in my reading that writers have used to show atmosphere, mood or feelings.</i>		<i>I identify words and language that show the setting of a book – historical, cultural or social.</i>		<i>I can explain why a writer has chosen specific words and language to create atmosphere, mood or feelings.</i>	
<i>I recognise and name different types of poems which have been introduced to me.</i>		<i>I can explain the effect created by the poet's choice of words and language.</i>		<i>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i>	
<i>I can summarise the main idea of a text in a sentence.</i>		<i>I can explain the effect of patterned language in poems and why a poet might use it.</i>		<i>I ask questions to deepen understanding of a text – between and beyond the lines.</i>	
<i>I can use appropriate voices for characters within a story.</i>		<i>I know how to use a non-fiction book to find identified information.</i>		<i>I infer meaning using evidence from events, description and dialogue.</i>	
<i>I use dictionaries to check or find the meaning of unfamiliar words.</i>		<i>I can identify a theme in a book.</i>		<i>I skim to find specific information on a page or in a paragraph.</i>	
<i>I ask questions to ensure understanding of a text.</i>		<i>I make predictions based on the text and from knowledge from other books.</i>		<i>I can scan a page or paragraph to find key words or information.</i>	
		<i>I can explain why the evidence shows what the theme is.</i>		<i>I can explain why a writer has used different sentence types or a particular word order and the effect it has created.</i>	



Things I need to do to be a good reader in Year 5:

<i>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</i>		<i>I understand that inferences can be drawn from different parts of the text.</i>		<i>I understand that a writer uses different sentence structures and techniques to create effects.</i>	
<i>I can explain how the structure of non-fiction texts guides the reader to find specific information.</i>		<i>I justify inferences with evidence from the text.</i>		<i>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</i>	
<i>I can compare books with similar themes.</i>		<i>I summarise the main ideas drawn from a text.</i>		<i>I evaluate the effectiveness of different versions of texts.</i>	
<i>I can vary voice for direct and indirect speech.</i>		<i>I can compare different versions of texts.</i>		<i>I can explore how events are viewed from another perspective.</i>	
<i>I can find examples of fact and opinion in texts and explain why one is fact and the other opinion.</i>		<i>I can organise my notes and present information.</i>		<i>I can explain the writer's viewpoint with evidence from the text.</i>	
		<i>I can use more than one resource when carrying out research.</i>			



Things I need to do to be a good reader in Year 6:

<i>I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</i>		<i>I can make predictions using knowledge of the conventions different genres and text types.</i>		<i>I can comment on the effectiveness of the writer's use of language structures and techniques.</i>	
<i>I know that texts can have elements of more than one text type.</i>		<i>I know that texts have different layers of meaning – between the lines and beyond the lines.</i>		<i>I can explain how there are common themes in different books, using evidence from reading.</i>	
<i>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</i>		<i>I summarise the main ideas drawn from a text.</i>		<i>I can explain the writer's viewpoint with evidence from the text.</i>	
<i>I can explain the reasons for a viewpoint, using evidence from the text.</i>		<i>I can explore how events are viewed from another perspective.</i>			
<i>I skim and scan to aide note taking.</i>		<i>I identify the techniques used to create feelings, atmosphere, mood or messages.</i>			
<i>I find examples of fact and opinion in texts.</i>		<i>I appreciate how a set of sentences has been arranged to create maximum effect.</i>			
<i>I use point, evidence and explanation (PEE) to respond to questions about texts.</i>					