**NAME OF CHILD:**

**Date/ year group entered school:**

**READING**

**Reception – Early learning Goals**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

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|  | EMERGING | Developing | Secure | Master |
| Read simple sentences. |  |  |  |  |
| Begin to decode using phonics and read aloud. |  |  |  |  |
| Read some red words. |  |  |  |  |
| Talk to others about what they have read and show understanding of what they have read. |  |  |  |  |
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**Stage 1**

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|  | EMERGING | Developing | Secure | Master |
| Speedily read all basic phoneme/graphemes |  |  |  |  |
| Read accurately by blending known GPCs |  |  |  |  |
| Read common exception words |  |  |  |  |
| Read common suffixes |  |  |  |  |
| Read multi-syllable words containing known GPCs |  |  |  |  |
| Read contractions and understand use of apostrophe |  |  |  |  |
| Retell familiar stories and traditional tales |  |  |  |  |
| Recognise and join in with predictable phrases |  |  |  |  |
| Recite some poetry by heart |  |  |  |  |
| Understand texts based on prior knowledge or provided information |  |  |  |  |
| Correct inaccurate reading by check for sense |  |  |  |  |
| Discuss the significance of title and events |  |  |  |  |
| Make inferences on the basis of what is said and done |  |  |  |  |
| Make predictions based on reading so far |  |  |  |  |
| Explain clearly understanding of what is read to them |  |  |  |  |

**Stage 2**

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|  | EMERGING | Developing | Secure | Master |
| Read fluently using decoding skill |  |  |  |  |
| Read accurately by blending, including alternative sounds for graphemes |  |  |  |  |
| Read multisyllable words containing known graphemes |  |  |  |  |
| Read common suffixes |  |  |  |  |
| Read exception words |  |  |  |  |
| Read most words quickly and accurately without overt sounding and blending |  |  |  |  |
| Discuss and express views on a wide range of poetry, stories and non-fiction |  |  |  |  |
| Recognise simple recurring literary language in stories and poetry |  |  |  |  |
| Perform poetry learnt by heart with appropriate intonation |  |  |  |  |
| Discuss and clarify the meanings of words |  |  |  |  |
| Discuss the sequence of events in books |  |  |  |  |
| Make inferences on the basis of what is being said and done |  |  |  |  |
| Ask and answer questions about a text |  |  |  |  |
| Predict what might happen based on reading so far |  |  |  |  |
| Explain and discuss understanding of a range of reading |  |  |  |  |

**Stage 3/4**

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|  | EMERGING | Developing | Secure | Master |
| Read aloud and understand words based on knowledge of root words, prefixes and suffixes |  |  |  |  |
| Read further exception words, including those with unusual spelling/sound links |  |  |  |  |
| Retell some fairy tales or traditional tales orally |  |  |  |  |
| Identify themes and conventions in a range of books |  |  |  |  |
| Perform plays and poetry aloud using intonation, tone, volume and action |  |  |  |  |
| Recognise some different forms of poetry |  |  |  |  |
| Use dictionaries to check the meanings of words |  |  |  |  |
| Check that a text makes sense, including explaining the meaning of words in context |  |  |  |  |
| Identify and summarise the main ideas drawn from more than one paragraph |  |  |  |  |
| Draw inferences about feelings thoughts and motives |  |  |  |  |
| Use evidence to justify inferences |  |  |  |  |
| Discuss words and phrases which capture the reader's interest |  |  |  |  |
| Identify how language contributes to meaning |  |  |  |  |
| Identify how structure and presentation contribute to meaning |  |  |  |  |
| Retrieve and record information from non-fiction texts |  |  |  |  |

**Stage 5/6**

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|  | EMERGING | Developing | Secure | Master |
| Use knowledge of morphology and etymology to read aloud and understand new words |  |  |  |  |
| Make comparisons within and across books |  |  |  |  |
| Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions |  |  |  |  |
| Identify and discuss themes and conventions across a wide range of writing |  |  |  |  |
| Discuss understanding of texts, including exploring meaning of words in context |  |  |  |  |
| Ask questions to improve understanding of texts |  |  |  |  |
| Summarise ideas drawn from more than one paragraphs, identifying key details |  |  |  |  |
| Predict future events from details stated and implied |  |  |  |  |
| Identify how language, structure and presentation contribute to meaning |  |  |  |  |
| Discuss how authors use language, including figurative language, to affect the reader |  |  |  |  |
| Make book recommendations, giving reasons for choices |  |  |  |  |
| Participate in discussions about books, building on and challenging ideas |  |  |  |  |
| Explain and discuss understanding of reading |  |  |  |  |
| Participate in formal presentations and debates about reading |  |  |  |  |
| Provide reasoned justifications for views |  |  |  |  |