# Reading – I Can Statements

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| I know the majority of phoneme/grapheme correspondences | | |
| I can blend letters to read words at phase 3 & 4 and words with long vowel sounds | | |
| I can read words with different endings e.g. –s, -es, -ing, -ed, -er, -est | | |
| I can read on sight all of the "tricky" words up to phase 4 & 5 | | |
| I can read longer words including 2 & 3 syllable words | | |
| I am secure in my phonics & use these skills to try reading unknown words | | |
| I use more than one way to read a word I don't know *e.g. phonics, reading the sentence before for clues* | | |
| I can read words with contractions e.g. I'm, I'll, we'll & understand the ' stands for a missing letter(s) | | |

**Word Reading**

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| I can use vocabulary or clues given by my teacher to help me understand what I read | | |
| I can read a text aloud and with some expression (*using punctuation e.g. full stops to help my understanding*) | | |
| I can check that a text makes sense as I read and correct myself when a word doesn't make sense | | |
| I can infer meaning from a picture e.g. How is the character feeling? How do you know? | | |
| I can re-tell events, giving the main points in sequence | | |
| I can tell you what a character is like based on what they say & do | | |
| I can make some sensible prediction of what might happen next in a story | | |
| I can find information in factual writing-including using the contents page, index | | |

**Understanding Reading**

# Reading – I Can Statements

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| I can discuss the title of a book and say what it is about | | | |
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| I can use vocabulary or clues given by my teacher to help me understand what I read | | | |
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| I can say whether I like a story and sometimes I explain why. | | | |
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| I can take turns with others when we discuss a book together | | | |
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| I can say whether I like a poem and sometimes I explain why. | | | |
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| I can listen to what others say about a book or poem & say what I think about it. | | | |
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| I can choose a book to read myself & give a reason for my choice. | | | |
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| I can explain the difference between different text types e.g. plays, poetry, non-fiction | | | |
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| I can recognise & join in with predictable phrases e.g. …happily ever after | | | |
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| I can discuss the effect that ? and ! have when I am reading | | | |
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| I can recognise rhyme, & recite some rhymes/ poems by heart | | | |
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| I can discuss facts and information that I have read in non-fiction texts | | | |
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| I can link what I have read to my own experiences and the world around me. | | | |
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| I am starting identify effective word choices when I discuss a text e.g. slimy is a good word there | | | |
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| I can re-tell my favourite fairy stories & traditional tales | | | |
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**Discuss, Explain, Evaluate**

**Attitudes to Reading**

## Reading – dated observations

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