

## ENGLISH Reading

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

BPT: ENGLISH Reading	
Stage 0	<p>Interested in books and rhymes and may have favourites.            Has some favourite stories, rhymes, songs, poems and jingles.            Repeats words or phrases from familiar stories.            Fills in the missing word or phrase in a known rhyme, story or games, e.g. 'Humpty Dumpty sat on a ...'</p>
Stage 1	<p>I can show 'reading like' behaviour by turning pages and holding the book the right way up.            I can listen and engage with familiar rhymes and stories.            I can point to pictures and point out details.            I can join in with role play relating to a story with support.            I can join in with repetitive story phrases.            I can select and use at least two words, signs or symbols that are familiar, and relate to the text.            I can select a familiar story on request.            I can point to symbols/words with my finger.</p>
Stage 2	<p>I can match three pictures/symbols to objects.            I can use picture cues to tell you one thing about the story.</p>

	<p>I am aware of print/symbols in the environment.</p> <p>I can look at a picture to find an answer to a one key word question and two words with support.</p> <p>I can find something specific in a book.</p> <p>I can recognise my own name from a selection of two.</p> <p>I can recall one thing from the story.</p> <p>I can sequence two pictures, relating to the story, in the right order.</p>
Stage 3	<p>I can recognise my own name.</p> <p>I can match some letters of the alphabet from a selection of letters.</p> <p>I can match some short words from a selection of words.</p> <p>I can recognise words or symbols in the school/wider environment.</p> <p>I can show that I enjoy listening to specific books/stories several times.</p> <p>I can point to named objects in a book.</p> <p>I can identify characters.</p> <p>I can create my own narrative with reference to a listened story.</p>
Stage 4	<p>I can show that I am aware that my name is made up of the same set of letters.</p> <p>I can follow a text with my finger from left to right.</p> <p>I can follow a text with my finger from top to bottom, and page following page.</p> <p>I can identify the sounds of at least 6 letters of the alphabet.</p> <p>I can recognise at least six letters of the alphabet by their name.</p> <p>I can predict the ending of a read/spoken sentence and what will happen in a read/spoke repetitive story.</p> <p>I can question the reader if part of the story is altered.</p> <p>I can answer who, what and where questions about a story which is read to me.</p>
Stage 5	<p>I can say/indicate the names and sounds of half the letters of the alphabet. (Which one of these is the sound 'a' - 'z'?)</p> <p>I can use letter sounds to help me predict words. (Which one of these words begins with 'a'?)</p> <p>I can read at least ten high frequency words, including my own name.</p> <p>I can create a story from pictures.</p> <p>I can 'talk' about events in a story.</p> <p>I can link two words that rhyme.</p> <p>I can clap a two syllable word.</p>

	I can read labels in the environment.
Stage 6	<p>I can read (by segmenting and blending) all decodable words at Phase 2 letters and sounds.</p> <p>I can read all tricky words at Phase 2 letters and sounds.</p> <p>I can read (by segmenting and blending) all decodable words at Phase 3 letters and sounds.</p> <p>I can read all tricky words at Phase 3 letters and sounds.</p> <p>I can read (by segmenting and blending) all decodable words at Phase 4 letters and sounds.</p> <p>I can read all tricky words at Phase 4 letters and sounds.</p> <p>I can read (by segmenting and blending) all decodable words at Phase 5 letters and sounds.</p> <p>I can read all tricky words at Phase 5 letters and sounds and the first 200 high frequency words.</p>
Stage 7	<p>I can begin to recite a simple poem joining in with predictable/repetitive phrases.</p> <p>I can use picture cues to help in reading basic text.</p> <p>I can distinguish between a letter, word, space, line.</p> <p>I can understand the significance of the title of a text, and indicate what the text might be about.</p> <p>I can recognise a fiction (story) and non-fiction books.</p> <p>I can continue a rhyming string verbally e.g. cat, sat, mat, fat, gnat.</p> <p>I can say/indicate the sound of all the letters of the alphabet and identify initial sounds of words.</p> <p>I can begin to use my phonic knowledge to blend vc/cvc words.</p>
Stage 8	<p>I can recite simple rhymes and poems, with others.</p> <p>I can recognise features of a front cover - title, author, illustrator and blurb.</p> <p>I can answer basic literal questions about fiction texts and non-fiction texts.</p> <p>I can talk about sections of interesting features of a story I've read, including favourite characters, events or pictures.</p> <p>I can recognise a characteristic of key stories including fairy stories and traditional tales, and use predictable/repetitive phrases to help me to re-tell them e.g. ...happily ever after.</p> <p>I can exhibit fluency and confidence when re-reading known texts.</p> <p>I can consistently use my phonic knowledge to blend cvc words including sh, ch, th.</p> <p>I can sound out all 40+ corresponding phonemes, including those with alternative sounds.</p>
Stage 9	I can read aloud taking account of sentences (full stops).

	<p>I can show my understanding of a range of poetry, fiction and non-fiction that has been read and listened to, by contributing to discussion.</p> <p>I can make predictions about the events in texts.</p> <p>I can show understanding of the meaning of words through discussion, and make links to meanings of words already known e.g. 'grows' means 'gets bigger'; 'disappear' means 'gone'.</p> <p>I can understand what a pronoun refers to across sentences e.g. 'The cat meowed. She was hungry.'</p> <p>I can use a contents and index page in a basic information book at my reading level.</p> <p>I can blend and segment cvcc and ccvc words.</p> <p>I can count the number of syllables in words.</p>
Stage 10	<p>I can read texts and poetry aloud, taking account of punctuation, including full stops and exclamation marks.</p> <p>I can recognise that non-fiction texts can be structured in different ways e.g. information texts, dictionaries, recipes, atlas.</p> <p>I can comment on key features of texts including character, settings and plots.</p> <p>I can check that the text makes sense whilst reading, applying my phonic knowledge to correct inaccuracies.</p> <p>I can read words with contractions and understand that the apostrophe represents missing letters.</p> <p>I can understand the purpose for a range of non-fiction texts e.g. information texts, dictionaries, recipes, atlas.</p> <p>I can recognise and read words that end with s, -ing, -ed, -est.</p> <p>I can use the split diagraphs a-e, e-e, i-e, o-e, u-e to read words.</p>
Stage 11	<p>I can read a familiar text or poem aloud to a small audience, using phonic knowledge, accuracy, confidence and fluency.</p> <p>I can read aloud taking account of punctuation including full stops, exclamation marks and question marks.</p> <p>I can re-tell a wide range of stories including fairy stories and traditional tales that I've read, and begin to use intonation.</p> <p>I can identify sequences of events in texts and offer simple explanations of how items of information relate to one another.</p> <p>I can make inferences on what has been read with regards to events and characters' actions.</p> <p>I can read most words that I've read before, accurately in sentences, without sounding out and blending.</p> <p>I can use my knowledge of syllables and my phonic skills to read polysyllabic words.</p> <p>I can recognise and read verbs that end with -ed, -er, -ing.</p>
Stage 12	<p>I can read a less familiar text aloud to a small audience taking account of punctuation including full stops, exclamation marks, question marks and commas.</p> <p>I can express how an event or idea in a text makes the reader feel.</p>

	<p>I can ask and answer question around inferences on what is said and done, with regards to events, and characters' actions and feelings.</p> <p>I can demonstrate understanding of a wide range of poetry and stories that I read independently, and of more challenging books that I listen to, through active discussion that takes account of what others' say.</p> <p>I can construct meaning whilst reading independently, self-correcting where the sense of the text is lost.</p> <p>I can share my favourite words and phrases and clarify the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>I can recognise and effortlessly decode alternative sounds for graphemes.</p> <p>I can read aloud, sound out unfamiliar words accurately without undue hesitation, and read with confidence and fluency.</p>
<p>Stage 13</p>	<p>I can infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can discuss how authors use language including figurative language considering the impact on the reader.</p> <p>I can evaluate how authors use language including figurative language considering the impact on the reader.</p> <p>I can summarise the key points of a paragraph, identifying key details that support the main ideas.</p> <p>I can summarise the key points of a paragraph, identifying key details that support the main ideas.</p> <p>I can summarise a text, identifying key details that support the main ideas.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can distinguish statements of fact and opinion.</p>
<p>Stage 14</p>	