



## ENGLISH: Reading Framework

BPT: ENGLISH Reading	
Stage 1	<ul style="list-style-type: none"> <li>• I can show 'reading like' behaviour by turning pages and holding the book the right way up.</li> <li>• I can listen and engage with familiar rhymes and stories.</li> <li>• I can point to pictures and point out details.</li> <li>• I can join in with role play relating to a story with support.</li> <li>• I can join in with repetitive story phrases.</li> <li>• I can select and use at least two words, signs or symbols that are familiar, and relate to the text.</li> <li>• I can select a familiar story on request.</li> <li>• I can point to symbols/words with my finger.</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• I can match three pictures/symbols to objects.</li> <li>• I can use picture cues to tell you one thing about the story.</li> <li>• I am aware of print/symbols in the environment.</li> <li>• I can look at a picture to find an answer to a one key word question and two words with support.</li> <li>• I can find something specific in a book.</li> <li>• I can recognise my own name from a selection of two.</li> <li>• I can recall one thing from the story.</li> <li>• I can sequence two pictures, relating to the story, in the right order.</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• I can recognise my own name.</li> <li>• I can match some letters of the alphabet from a selection of letters.</li> <li>• I can match some short words from a selection of words.</li> <li>• I can recognise words or symbols in the school/wider environment.</li> <li>• I can show that I enjoy listening to specific books/stories several times.</li> <li>• I can point to named objects in a book.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify characters.</li> <li>• I can create my own narrative with reference to a listened story.</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>• I can show that I am aware that my name is made up of the same set of letters.</li> <li>• I can follow a text with my finger from left to right.</li> <li>• I can follow a text with my finger from top to bottom, and page following page.</li> <li>• I can identify the sounds of at least 6 letters of the alphabet.</li> <li>• I can recognise at least six letters of the alphabet by their name.</li> <li>• I can predict the ending of a read/spoken sentence and what will happen in a read/spoke repetitive story.</li> <li>• I can question the reader if part of the story is altered.</li> <li>• I can answer who, what and where questions about a story which is read to me.</li> </ul>
Stage 5	<ul style="list-style-type: none"> <li>• I can say/indicate the names and sounds of half the letters of the alphabet. (Which one of these is the sound 'a' - 'z'?)</li> <li>• I can use letter sounds to help me predict words. (Which one of these words begins with 'a'?)</li> <li>• I can read at least ten high frequency words, including my own name.</li> <li>• I can create a story from pictures.</li> <li>• I can 'talk' about events in a story.</li> <li>• I can link two words that rhyme.</li> <li>• I can clap a two syllable word.</li> <li>• I can read labels in the environment.</li> </ul>
Stage 6	<ul style="list-style-type: none"> <li>• I can read (by segmenting and blending) all decodable words at Phase 2 letters and sounds.</li> <li>• I can read all tricky words at Phase 2 letters and sounds.</li> <li>• I can read (by segmenting and blending) all decodable words at Phase 3 letters and sounds.</li> <li>• I can read all tricky words at Phase 3 letters and sounds.</li> <li>• I can read (by segmenting and blending) all decodable words at Phase 4 letters and sounds.</li> <li>• I can read all tricky words at Phase 4 letters and sounds.</li> <li>• I can read (by segmenting and blending) all decodable words at Phase 5 letters and sounds.</li> <li>• I can read all tricky words at Phase 5 letters and sounds and the first 200 high frequency words.</li> </ul>

<p>Stage 7</p>	<ul style="list-style-type: none"> <li>• I can begin to recite a simple poem joining in with predictable/repetitive phrases.</li> <li>• I can use picture cues to help in reading basic text.</li> <li>• I can distinguish between a letter, word, space, line.</li> <li>• I can understand the significance of the title of a text, and indicate what the text might be about.</li> <li>• I can recognise a fiction (story) and non-fiction books.</li> <li>• I can continue a rhyming string verbally e.g. cat, sat, mat, fat, gnat.</li> <li>• I can say/indicate the sound of all the letters of the alphabet and identify initial sounds of words.</li> <li>• I can begin to use my phonic knowledge to blend vc/cvc words.</li> </ul>
<p>Stage 8</p>	<ul style="list-style-type: none"> <li>• I can recite simple rhymes and poems, with others.</li> <li>• I can recognise features of a front cover - title, author, illustrator and blurb.</li> <li>• I can answer basic literal questions about fiction texts and non-fiction texts.</li> <li>• I can talk about sections of interesting features of a story I've read, including favourite characters, events or pictures.</li> <li>• 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.</li> <li>• I can exhibit fluency and confidence when re-reading known texts.</li> <li>• I can consistently use my phonic knowledge to blend cvc words including sh, ch, th.</li> <li>• I can sound out all 40+ corresponding phonemes, including those with alternative sounds.</li> </ul>
<p>Stage 9</p>	<ul style="list-style-type: none"> <li>• I can read aloud taking account of sentences (full stops).</li> <li>• 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.</li> <li>• I can make predictions about the events in texts.</li> <li>• 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'.</li> <li>• I can understand what a pronoun refers to across sentences e.g. 'The cat meowed. She was hungry.'</li> <li>• I can use a contents and index page in a basic information book at my reading level.</li> <li>• I can blend and segment cvcc and ccvc words.</li> <li>• I can count the number of syllables in words.</li> </ul>

<p>Stage 10</p>	<ul style="list-style-type: none"> <li>• I can read texts and poetry aloud, taking account of punctuation, including full stops and exclamation marks.</li> <li>• I can recognise that non-fiction texts can be structured in different ways e.g. information texts, dictionaries, recipes, atlas.</li> <li>• I can comment on key features of texts including character, settings and plots.</li> <li>• I can check that the text makes sense whilst reading, applying my phonic knowledge to correct inaccuracies.</li> <li>• I can read words with contractions and understand that the apostrophe represents missing letters.</li> <li>• I can understand the purpose for a range of non-fiction texts e.g. information texts, dictionaries, recipes, atlas.</li> <li>• I can recognise and read words that end with s, -ing, -ed, -est.</li> <li>• I can use the split diagraphs a-e, e-e, i-e, o-e, u-e to read words.</li> </ul>
<p>Stage 11</p>	<ul style="list-style-type: none"> <li>• I can read a familiar text or poem aloud to a small audience, using phonic knowledge, accuracy, confidence and fluency.</li> <li>• I can read aloud taking account of punctuation including full stops, exclamation marks and question marks.</li> <li>• I can re-tell a wide range of stories including fairy stories and traditional tales that I've read, and begin to use intonation.</li> <li>• I can identify sequences of events in texts and offer simple explanations of how items of information relate to one another.</li> <li>• I can make inferences on what has been read with regards to events and characters' actions.</li> <li>• I can read most words that I've read before, accurately in sentences, without sounding out and blending.</li> <li>• I can use my knowledge of syllables and my phonic skills to read polysyllabic words.</li> <li>• I can recognise and read verbs that end with -ed, -er, -ing.</li> </ul>
<p>Stage 12</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I can express how an event or idea in a text makes the reader feel.</li> <li>• I can ask and answer question around inferences on what is said and done, with regards to events, and characters' actions and feelings.</li> <li>• 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.</li> <li>• I can construct meaning whilst reading independently, self-correcting where the sense of the text is lost.</li> <li>• I can share my favourite words and phrases and clarify the meaning of new words through discussion, and by making links to known vocabulary.</li> <li>• I can recognise and effortlessly decode alternative sounds for graphemes.</li> </ul>

	<ul style="list-style-type: none"><li>• I can read aloud, sound out unfamiliar words accurately without undue hesitation, and read with confidence and fluency.</li></ul>
Stage 13	<ul style="list-style-type: none"><li>• I can infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li><li>• I can predict what might happen from details stated and implied.</li><li>• I can discuss how authors use language including figurative language considering the impact on the reader.</li><li>• I can evaluate how authors use language including figurative language considering the impact on the reader.</li><li>• I can summarise the key points of a paragraph, identifying key details that support the main ideas.</li><li>• I can summarise the key points of a paragraph, identifying key details that support the main ideas.</li><li>• I can summarise a text, identifying key details that support the main ideas.</li><li>• I can identify how language, structure and presentation contribute to meaning.</li><li>• I can distinguish statements of fact and opinion.</li></ul>