

# In my READING...



I can read multi-syllable words.

I can read accurately by blending, including alternative sounds for graphemes.

I can read out loud confidently, knowing how to use a range of punctuation.

I can read common suffixes.

I can read common exception words noting unusual correspondence between spelling and sound.

I can read most words fluently and accurately.

I can continue to use my phonic skills until my reading is fluent.

**Daring Decoders**



I can recognise simple recurring literary language in stories and poems.

I understand that non-fiction books are structured in different ways.

I can continue to build up a bank of poems learnt by heart.

I can re-tell a wider range of stories, fairy stories and traditional tales.

I can listen to, discuss and express my views and opinions about a wide range of poems, stories and non-fiction.

**Resourceful Readers**



I can check that the text makes sense to me and correct my mistakes as I go along.

I can draw on what I know or what my teacher tells me, to understand the books I read or listen to.

I can make simple inferences about thoughts and feelings of characters, and reasons for their actions.

I can make predictions based on what has been read so far and my own experiences.

I can find the answers to questions and ask my own.

I can discuss the sequence of events in books and how items of information are related.

I can discuss and explain the meanings of words, including my favourite words and phrases.

**Courageous Comprehenders**



I can explain clearly my understanding of what is read to me or of books / poems that I read myself.

I can take part in discussions about books, poems and other works that are read to me and that I read myself, taking turns and listening to what others say.

**Reliable Responders**