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| **Curriculum Statement** | **Step 4 Exploring** | **Step 4 Achieving** | **Step 4 Exceeding** | **Step 5 Exploring** | **Step 5Achieving** | **Step 5 Exceeding** |
| Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | I can read some Keevil Step 4 tricky words | I can read most Keevil Step 4 tricky words | I can read all Keevil Step 4 tricky words | I can read some Keevil Step 5 tricky words. | I can read most Keevil Step 5 tricky words. | I can read all Keevil Step 5 tricky words. |
| Understand what they read in books they can read independently, by: checking that the text makes sense to them, discussing and explaining the meaning of words in context | I can talk about two different meanings that a word can have. | I can talk about how words can have different meanings. | I can confidently talk about how words can have different meanings, and explain how you know which the meaning in a text is. | I can sometimes monitor my own reading for mistakes and talk about the meaning of new and unusual words | I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. | I can confidently monitor my own reading for mistakes and talk about the meaning of new and unusual words, and discuss their effect in a text. |
| Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksParticipate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | I can, with help, read and join in discussions about a range of longer texts, expressing what I like. | I can read and join in discussions about a range of longer texts, expressing what I think and like. | I can confidently read and join in discussions about a range of longer texts, expressing what I think and like, explaining my thoughts. | I can, with help, discuss with others books I have read. | I can discuss with others books I have read. | I can discuss with others books I have read, listening to different opinions. |
| Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | I can, with help, retell some age appropriate stories. | I can independently retell lots of age appropriate stories. | I can confidently retell many age appropriate stories. | I can retell the main events from a range of age appropriate stories. | I can retell a range of age appropriate stories, including interesting details. | I can retell a wide range of age appropriate stories, including quotes from the text and extra details added for interest. |
| Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing | I can, with help, spot and talk about key themes in a story. | I can spot and talk about key themes in a story. | I can confidently spot and talk about key themes in a story, and relate these to other stories. | I can, with help, talk about key themes found in different stories. | I can talk about key themes found in different stories. | I can confidently talk about key themes found in different stories, making comparisons. |
| Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text | I can sometimes self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation. | I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.  | I can often self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation. | I can sometimes self-evaluate my own understanding of stories, for instance, reflecting on characters’ thoughts and feelings. | I can usually self-evaluate my own understanding of stories, for instance, reflecting on characters’ thoughts and feelings. | I can often self-evaluate my own understanding of stories, for instance, reflecting on characters’ thoughts and feelings. |
| Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied | I can sometimes make simple inferences (work out what is happening without it actually being written in the text) when I’m reading a story. | I can usually make simple inferences (work out what is happening without it actually being written in the text) when I’m reading a story. | I can often make simple inferences (work out what is happening without it actually being written in the text) when I’m reading a story. | I can sometimes infer (work out what is happening without it actually being written in the text) when I’m reading a story. | I can usually infer (work out what is happening without it actually being written in the text) when I’m reading a story. | I can often infer (work out what is happening without it actually being written in the text) when I’m reading a story. |
| I can sometimes make simple predictions of what will happen next (using clues in the text). | I can usually make simple predictions of what will happen next (using clues in the text). | I can often make simple predictions of what will happen next (using clues in the text). | I can sometimes predict what will happen next (using clues in the text). | I can usually predict what will happen next (using clues in the text). | I can often predict what will happen next (using clues in the text). |
| Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader’s interest and imaginationUnderstand what they read, in books they can read independently, by: identifying how language and structure, and presentation contribute to meaning | I can find words and phrases in a text that capture my imagination. | I can find words and phrases in a text that capture my imagination and explain why. | I can find words and phrases in a text that capture my imagination and explain their effect for the reader. | I can, with help, describe how the language, structure and lay-out of a book add to my understanding of it. | I can describe how the language, structure and lay-out of a book add to my understanding of it. | I can describe how the language, structure and lay-out of a book add to the effect of a text on a reader. |
| Retrieve and record information from non-fiction | I can, with help, find some simple facts from a non-fiction text. | I can find some simple facts from a non-fiction text. | I can find simple facts from a non-fiction text. | I can find a range of facts from a non-fiction text. | I can sometimes explain facts I have found in my non-fiction text using my own language. | I can explain facts I have found in a non-fiction text using my own language. |
| Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action | I can perform poems and play scripts with some expression and intonation. | I can perform poems and play scripts with expression and intonation. | I can perform poems and play scripts using my imagination to help me use expression and intonation creatively. | I can perform poems and play scripts using some drama to improve my performance. | I can perform poems and play scripts using drama to improve my performance. | I can perform poems and play scripts using my imagination and drama creatively to improve my performance. |
| Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry | I can spot some different types of poetry. | I can spot different types of poetry. | I can confidently spot a range of different types of poetry. | I can describe some features of different types of poetry. | I can describe the features of different types of poetry. | I can confidently describe the features of a range of different types of poetry. |
| Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes |  |  |  | I can, with help, choose and use the right book for a purpose, and talk about what I have done and why. | I can choose and use the right book for a purpose, and talk about what I have done and why. | I can confidently choose and use the right book for a purpose, explaining the reasons for my choice. |