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| **Orange C**  **beginning**  **beginning+**  **developing** | **Orange B**  **developing+**  **secure**  **secure+** | **Orange A**  **greater depth 1**  **greater depth 2**  **greater depth 3** |
| **Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes**  **Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences**  **Read many common exception words**  **Reads aloud many words quickly and accurately without overt sounding and blending**  **Sound out many unfamiliar words accurately**. | **Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.**  **Sounds out most unfamiliar words accurately, without undue hesitation.**  **Read accurately most words of two or more syllables**  **Read most words containing common suffixes**  **Read most common exception words**  **Re-reads books to build up fluency and confidence.** | Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence. |
| Reading is seen as a pleasurable activity  Discusses the sequence of events in books and how items of information are related  Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognises simple recurring literary language in stories and poetry  Demonstrates understanding of both the books that they can already read accurately and fluently and those that they listen to by:  - **answer questions in discussion with the teacher and make simple inferences**  **-** predicting what might happen on the basis of what has been read so far  - talking about key characters and events  Recognises some of the features of non-fiction texts  **Y2 Autumn expected = orange beginning**  **Y2 Spring expected = orange developing**  **Y2 Summer expected = orange secure** | Reading is seen as a pleasurable activity.  **Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.**  Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.  Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  Understands both the books that they can already read accurately and fluently and those that they listen to by:  - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts.  Demonstrates knowledge of non-fiction books that are structured in different ways.  In a book that they can already read fluently, the pupil can:  **Check it makes sense to them, correcting any inaccurate reading**  **Answer questions and make some inferences**  **Explain what has happened so far in what they have read.** | Reading is seen as a pleasurable activity and interest is pursued in particular texts e.g. genre, author, topic.  Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.  New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.  Understands both the books that they can already read accurately and fluently and those that they listen to by:  **- making plausible inferences and predictions based on what has been read, offered and explained.**  **- answering and asking questions**  **-makes links between the book they are reading and other books they have read**  Demonstrates an understanding of more challenging age appropriate texts. |