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| **Yellow C****beginning****beginning+****developing** | **Yellow B****developing+****secure****secure+** | **Yellow A****greater depth 1****greater depth 2****greater depth 3** |
| Phonic knowledge and skills are consistently applied to decode quickly and accurately. Needs support to read longer unknown words. | Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. **Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.** | Reads with fluency, more challenging texts (including those beyond their chronological age), and selects strategies to decode new words.Is beginning to clarify meaning of new words through contextual cues. |
| *Develops positive attitudes to reading and understanding of what they read by:*- Self-correcting, when text does not make sense and beginning to use appropriate intonation when reading aloud.- Demonstrating knowledge of a developing range of poetry, stories and non- fiction. - Recognising and understanding the different structures of non- fiction books that have been introduced.- Showing an increasing their familiarity with a wide range of books, including fairy stories,myths and legends, and retelling some of these orally*Understand what they read, in books they can read independently, by:*- Asking and answering simple questions appropriately, including some simple inference on what is said and done.- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.**Y3 Autumn expected = yellow beginning****Y3 Spring expected = yellow developing****Y3 Summer expected = yellow secure** | *Develops positive attitudes to reading and understanding of what they read by:*- Reading accurately at speed to allow a focus on understanding rather than decoding individual words.**Checks that the text makes sense by questioning unfamiliar words or phrases.**- Reads aloud and performs, showing understanding through intonation, tone, volume and action.- Recognising some different forms of poetry [for example, free verse, narrative poetry]**- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.**- Discussing words and phrases that capture the reader’s interest and imagination.- **Using dictionaries to check the meaning of words that they have read.**- **Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.***Understand what they read, in books they can read independently, by:***- Predicting what might happen from details stated and implied.****- Drawing simple inferences such as inferring characters’ feelings.****- Retrieving and recording information from non-fiction, using contents pages to locate information.** | *Develops positive attitudes to reading and understanding of what they read by:*- Reading independently both aloud and silently. When reading aloud there is an awareness of audience. (e.g. changes in voice and pace)- Using appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts.*Understand what they read, in books they can read i****ndependently****, by:*- Justifying inferences and deductions with evidence from the text. |