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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. |