

Charmouth Primary School

Reading Year 1

Word	I can read words by breaking them down into sounds.
Word	I quickly read my given letters or groups of letters.
Word	I read new words by blending letter sounds together.
Word	I can read some unusual words.
Word	I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.
Word	I can correctly read the longer words in my word list.
Word	I can read words that contain missing letters such as I'm, I'll, and we'll.
Word	I correctly read aloud the words from my book.
Word	I re-read my books so that I become a better reader.
Comprehension	I listen and discuss what I have read, including poems, stories and non-fiction books.
Comprehension	When I read, I can tell you of similar things that have happened to me.
Comprehension	I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.
Comprehension	I like to join in with the class at special times of a story when the teacher is telling certain stories.
Comprehension	I have learned some rhymes or poems.
Comprehension	I discuss what words mean.
Comprehension	I understand the books I can read.
Comprehension	I check what I am reading makes sense as I am reading through it.
Comprehension	I discuss the titles and events from the books I read.
Comprehension	I can tell you about why a character does or says some things.
Comprehension	I like to predict what happens next based on what I have read so far.
Comprehension	I take turns to listen and discuss when I am in a group.
Comprehension	I can explain what has happened in the story someone has just read to me.

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Reading Year 2

Word	I can read words quickly because I know how to sound out all parts of a word.
Word	I read by blending together the sounds I know and can read out within a word.
Word	I can read words with two or three syllables.
Word	I can read words with common word endings, such as -ing and -ed.
Word	I can read a range of unusual words from our word lists.
Word	I can read most words quickly and accurately.
Word	When I see a word I have not read before, I can sound out the word without help from an adult.
Word	When I re-read my books, I become better and better at reading the text.
Comprehension	I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.
Comprehension	When I read, I am able to tell you about things in the order they happen and if they are connected.
Comprehension	I can tell you about all the different stories I have read.
Comprehension	I enjoy finding out about non-fiction books and how they are set out.
Comprehension	I can recognise simple language patterns in stories and poems.
Comprehension	I discuss the meaning of words.
Comprehension	I am happy to tell you my favourite words and phrases from my reading.
Comprehension	I can say out loud a number of poems I have learnt.
Comprehension	I understand the books I can read.
Comprehension	I check what I am reading makes sense as I read through it.
Comprehension	I can tell you why certain things happen in a book or why a character says the things they do.
Comprehension	I can answer and ask questions about what I have read.
Comprehension	I like to guess what happens next in a story, using what I already know has gone on before.
Comprehension	I take turns to discuss and listen to others about what I have read.
Comprehension	I can explain and discuss what has happened in books that either I have read or have been read to me.

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Reading Year 3

Word	I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
Word	I am aware that some words sound different to how they are spelt.
Comprehension	I can show you I have understood an increasing wide range of texts I have read.
Comprehension	I am able to choose from a range of books that are set out differently but give me the information I require.
Comprehension	I can use a dictionary to check the meaning of new words.
Comprehension	I can talk about different types of stories I have read.
Comprehension	I can identify different themes and conventions in a wide range of books I read.
Comprehension	I will perform poems and play scripts to read aloud to keep the listener interested.
Comprehension	I will discuss words and phrases that interest me.
Comprehension	I can recognise different types of poetry.
Comprehension	I check what I am reading makes sense by talking about it.
Comprehension	I ask questions to help me understand more about a book.
Comprehension	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
Comprehension	I can predict events in stories from what I have read.
Comprehension	I can tell what the main ideas in a book are from reading a number of paragraphs.
Comprehension	I understand that the way books are set out help the reader to identify the meaning.
Comprehension	I can use non-fiction books to find out about things.
Comprehension	I can take turns when discussing books I have read, or had read to me and listen to what others have to say.

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Reading Year 4

Word	I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
Word	I am aware that some words sound different to how they are spelt.
Comprehension	I can show you I have understood an increasing wide range of texts I have read.
Comprehension	I am able to choose from a range of books that are set out differently but give me the information I require.
Comprehension	I can use a dictionary to check the meaning of new words.
Comprehension	I can talk about different types of stories I have read.
Comprehension	I can identify different themes and conventions in a wide range of books I read.
Comprehension	I will perform poems and play scripts to read aloud to keep the listener interested.
Comprehension	I will discuss words and phrases that interest me.
Comprehension	I can recognise different types of poetry.
Comprehension	I check what I am reading makes sense by talking about it.
Comprehension	I ask questions to help me understand more about a book.
Comprehension	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
Comprehension	I can predict events in stories from what I have read.
Comprehension	I can tell what the main ideas in a book are from reading a number of paragraphs.
Comprehension	I understand that the way books are set out help the reader to identify the meaning.
Comprehension	I can use non-fiction books to find out about things.
Comprehension	I can take turns when discussing books I have read, or had read to me and listen to what others have to say.

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Reading Year 5	
Word	I use the words and word parts that I can read and understand already to think about what new words mean and sound like.
Comprehension	I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
Comprehension	I understand what I read, even though books are set out in different ways and are written for different purposes.
Comprehension	I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
Comprehension	I like to recommend books I have read to my friends.
Comprehension	I am able to identify and discuss themes and conventions in and across a wide range of writing.
Comprehension	I can make comparisons within and across books I have read.
Comprehension	I have learnt a wider range of poems by heart.
Comprehension	I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
Comprehension	I check my understanding of books I have read through discussion and exploring the meaning of words.
Comprehension	I can ask questions about what I have read to further improve my understanding.
Comprehension	I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
Comprehension	From my reading, I can predict what may happen in a story from details given and suggested in the text.
Comprehension	I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
Comprehension	I can show how language, structure and presentation all contribute to meaning in texts I read.
Comprehension	I know authors use particular language which will have impact on me, the reader.
Comprehension	I can distinguish between statements of fact and opinion.
Comprehension	I can retrieve, record and present information from non-fiction.
Comprehension	I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
Comprehension	I can present or debate on topics I have read about, using notes if necessary.
Comprehension	I am able to justify my views.

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Reading Year 6	
Word	I use the words and word parts that I can read and understand already to think about what new words mean and sound like.
Comprehension	I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
Comprehension	I understand what I read, even though books are set out in different ways and are written for different purposes.
Comprehension	I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
Comprehension	I like to recommend books I have read to my friends.
Comprehension	I am able to identify and discuss themes and conventions in and across a wide range of writing.
Comprehension	I can make comparisons within and across books I have read.
Comprehension	I have learnt a wider range of poems by heart.
Comprehension	I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
Comprehension	I check my understanding of books I have read through discussion and exploring the meaning of words.
Comprehension	I can ask questions about what I have read to further improve my understanding.
Comprehension	I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
Comprehension	From my reading, I can predict what may happen in a story from details given and suggested in the text.
Comprehension	I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
Comprehension	I can show how language, structure and presentation all contribute to meaning in texts I read.
Comprehension	I know authors use particular language which will have impact on me, the reader.
Comprehension	I can distinguish between statements of fact and opinion.
Comprehension	I can retrieve, record and present information from non-fiction.
Comprehension	I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
Comprehension	I can present or debate on topics I have read about, using notes if necessary.
Comprehension	I am able to justify my views.