

Reading—Milestone 1			
	<i>Basic—Level 1– 11</i>	<i>Advanced—Level 12-22</i>	<i>Deep Level 22+</i>
To read words accurately			
Apply phonic knowledge and skills as the route to decode words.			
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.			
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.			
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.			
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.			
Read other words of more than one syllable that contain taught GPCs.			
Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).			
Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.	Use knowledge of letters, sounds and words to read simple texts with meaning.		
Re-read these books to build up fluency and confidence in word reading.			

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	<i>Basic—Level 1– 11</i>	<i>Advanced—Level 12-22</i>	<i>Deep Level 22+</i>
To read words accurately			
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.			
Read accurately words of two or more syllables that contain the same graphemes as above.			
Read accurately words of two or more syllables that contain the same graphemes as above.			
Read words containing common suffixes.			
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.			
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.			
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.			
Re-read books to build up fluency and confidence in word reading.			

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	<i>Basic—Level 1– 11</i>	<i>Advanced—Level 12-22</i>	<i>Deep Level 22+</i>
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Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.			
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Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.			
Re-read books to build up fluency and confidence in word reading.			

Reading—Milestone 1			
	Basic—Level 1– 14	Advanced—Level 15-22	Deep Level 22+
To understand texts			
Discuss events.	With support, understands main events or key points in a text. With support of a teacher, can sequence a simple story.	Generally, understands main events or key points in a text. Some comments include quotations or references to the text. With prompts, retells the story from the text and illustrations.	Without support, comments on events in the story using quotations or references from the text appropriately.
Predict events.	With prompts, begins to attempt simple predictions about the story.	Is able to make simple predictions about events independently. Generally is able to make predictions about events.	Independently, makes plausible predictions based on knowledge of the text. Justifies predictions by referring to text without support.
Link reading to own experience.	With support, begins to relate reading to own experience.	Generally, links reading to own experience.	Independently, relates reading to own experience , other peoples' experience and from previous reading.
Join in with stories or poems.	With support, joins in with stories or poems with some attention to punctuation.	Generally, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences.	Without support, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences. Without support, sustains interest in longer texts.
Check that reading makes sense and self-correct.	With support, is beginning to understand that reading should make sense. With support of a teacher, can make corrections.	Generally, understands the need to check that reading makes sense and can self-correct.	Independently self—corrects to ensure that reading makes sense.
Infer what characters are like from actions.	With support, makes simple inferences based on what the characters are like from actions.	Generally, makes simple inferences based on what the characters are like from actions. With prompts, responds to main characters by making simple inferences about characters' thoughts and feelings. With reminders, identifies and discusses characters motives and begins to speculate on how they might behave.	Independently, recognises how characters are presented in different ways and responds to this with reference to the text. Without support, makes reasoned judgements on characters actions.
Ask and answer questions about texts.	With support of a teacher, locates specific information in response to a simple question. Asks simple questions about the text.	Generally, locates specific information in response to a simple question. Without support, asks simple, relevant questions about texts.	Independently, locates information confidently and efficiently by using appropriate skills and strategies. Without support, asks relevant questions about texts.

Reading—Milestone 1			
	Basic—Level 1– 14	Advanced—Level 15-22	Deep Level 22+
To understand texts			
Discuss events.	With support, understands main events or key points in a text. With support of a teacher, can sequence a simple story.	Generally, understands main events or key points in a text. Some comments include quotations or references to the text. With prompts, retells the story from the text and illustrations.	Without support, comments on events in the story using quotations or references from the text appropriately.
Predict events.	With prompts, begins to attempt simple predictions about the story.	Is able to make simple predictions about events independently. Generally is able to make predictions about events.	Independently, makes plausible predictions based on knowledge of the text. Justifies predictions by referring to text without support.
Link reading to own experience.	With support, begins to relate reading to own experience.	Generally, links reading to own experience.	Independently, relates reading to own experience , other peoples' experience and from previous reading.
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Reading—Milestone 1			
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To read words accurately			
Discuss favourite words and phrases.	With support, comments on significant words and phrases used in a text. With support, comments on obvious features of language, for example, rhyme.	Generally, familiar patterns of language are identified, for example, Once upon a time or first, next, last. With prompts, some effective language choices noted, for example, rhyme and alliteration.	Familiar patterns of language are identified and begins to consider the effect on the reader, for example, identifies the language used to create moods and build tension.
Listen to and discuss a wide range of texts.	With support, listens to a wide range of texts; including fiction, non-fiction and poetry. Begins to respond and discuss the text by identifying aspects that they like or do not like. With support, understands and uses correct terms referring to the conventions of print, for example, cover, title, page, beginning and end.	Generally, listens and discusses a wide range of texts; including fiction, non-fiction, poetry and plays. There is some awareness that writers write for particular purposes. Features of organisation and structure are identified, for example, titles, beginnings and endings of stories.	Without support, listens and discusses a wider range of texts. Understands how style and vocabulary are linked to the purpose of the text. Identifies features of fiction genres and recognises structural and grammatical features of a range of non-fiction text types.
Recognise and join in with (including role-play) recurring language.	With support, recognises and joins in with recurring language. During role play begins to use recurring language and/or familiar story language such as 'Once upon a time...', 'Not now Bernard'.	Generally, recognises and joins in with recurring language. During role play uses recurring language and/or familiar story language such as 'Once upon a time...', 'Not now Bernard'. During role play, begins to use expression, volume and action in order to show an understanding of 'performance'.	Without support, recognises and joins in with recurring language. During role play uses expression, volume and action in order to show an understanding of 'performance'.
Explain and discuss understanding of texts.	With support, explains a text and discusses the understanding of it.	Generally, explains a text and discusses the understanding of it.	Without support, explains a text and discusses the understanding of it.
Discuss the significance of the title, blurb, illustration and general events.	With support, discusses the title, blurb, illustrations and is beginning to understand their purpose. Begins to generate simple questions or predictions based on the title, blurb or illustrations.	Generally, locates and discusses the title, blurb and illustrations and understands their purpose. Begins to use title, blurb and illustrations to help make informed choices, for example, to choose a book that will help during research.	Without support, locates and discusses the title, blurb and illustrations and understands their purpose. Effectively uses title, blurb and illustrations to help make informed choices independently.
Make inferences on the basis of what is being said and done.	With support, begins to make simple inferences on the basis of what is being said and done.	Generally, begins to make inferences on the basis of what is being said and done.	Independently, begins to make inferences on the basis of what is being said and done and is beginning to use evidence from the text

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