



**HAS REACHED THE END OF
PHASE 2 SET 3
AND HAS ACHIEVED PINK
LEVEL(1)**

I can now:

- ❖ Sound out and blend single phonemes to read words in this set of books
- ❖ Read most of the "tricky words" from a book in this set. (90%+)
- ❖ Talk about the book I have read



HAS REACHED THE END OF PHASE 3 SET 5 AND HAS ACHIEVED RED LEVEL(2)

I can now:

- ❖ Sound out and blend single, digraph(double letters) and trigraph (triple letters) phonemes to read words in this set of books
- ❖ Read most of the "tricky words" from a book in this set. (90%+)
- ❖ Talk about the book I have read



HAS REACHED THE END OF PHASE 4 SET 2 AND HAS ACHIEVED YELLOW LEVEL(3)

I can now:

- ❖ Sound out and blend single, digraph(double letters) and trigraph (triple letters) phonemes to decode words in this set of books
- ❖ Read most of the "tricky words" from a book in this set. (90%+)
- ❖ I understand each of the words I have read and can talk about their meaning
- ❖ Answer who and what questions about the book I have read



HAS ACHIEVED BLUE LEVEL (4) IN READING AND CAN NOW:

- ❖ Recognise and blend the known phonemes in words from blue books
- ❖ Read most of the tricky words
- ❖ Read contractions
- ❖ Use pictures from the book, to answer who and what questions

I AM NOW LEARNING TO:

- ❖ Recognise and blend the phonemes in words and syllables from green books
- ❖ Read most of the tricky words
- ❖ Notice rhyming patterns and words
- ❖ Know and retell key events from fiction texts
- ❖ Use pictures and text from the book to answer who, what and where questions





HAS ACHIEVED GREEN (5) LEVEL IN READING AND CAN NOW:

- ❖ Read most of the tricky words
- ❖ Notice rhyming patterns and words
- ❖ Know and retell key events from fiction texts
- ❖ Use pictures and text from the book, answer who, what and where questions

I AM NOW LEARNING TO:

- ❖ Recognise and blend the phonemes in words and syllables from orange books
- ❖ Read most of the tricky words
- ❖ Use rhyming strings to help decode
- ❖ Read using the punctuation marks
- ❖ Know the difference between fiction and non-fiction
- ❖ Sequence pictures in a text
- ❖ Answer who, what, where and when questions





HAS ACHIEVED ORANGE(6) LEVEL IN READING AND CAN NOW:

- ❖ Recognise and blend the phonemes in words and syllables from orange books
- ❖ Read most of the tricky words
- ❖ Use rhyming strings to help decode
- ❖ Read using the punctuation marks
- ❖ Know the difference between fiction and non-fiction
- ❖ Sequence pictures in a text
- ❖ Answer who, what, where and when questions

I AM NOW LEARNING TO:

- ❖ Read most words at this level fluently
- ❖ Read most tricky words
- ❖ Add expression to my reading
- ❖ Make predictions prior to reading based upon the title, cover and/or pictures
- ❖ Identify fiction and non-fiction texts and use a contents page
- ❖ Scan a sentence to retrieve a word or phrase
- ❖ Join in discussions about texts sharing views
- ❖ Sequence events



HAS ACHIEVED TURQUOISE (7) LEVEL IN READING AND CAN NOW:



- ❖ Read most words at this level fluently
- ❖ Read most tricky words
- ❖ Add expression to my reading
- ❖ Make predictions prior to reading based upon the title, cover and/or pictures
- ❖ Identify fiction and non-fiction texts and use a contents page
- ❖ Scan a sentence to retrieve a word or phrase
- ❖ Join in discussions about texts sharing views
- ❖ Sequence events

I AM NOW LEARNING TO:

- ❖ Read most words at this level fluently
- ❖ Use punctuation when reading
- ❖ Notice when I mis-read a word
- ❖ Read aloud with expression
- ❖ Make predictions based upon events in the text so far
- ❖ Identify fiction and non-fiction texts, use a contents and index page
- ❖ Scan a page to retrieve a word or phrase
- ❖ Join in discussions about texts and link to other reading
- ❖ Answer retrieval questions and begin to infer meaning from the text





HAS ACHIEVED PURPLE (8) LEVEL IN READING AND CAN NOW:

- ❖ Read most words at this level fluently
- ❖ Use punctuation when reading
- ❖ Notice when I mis-read a word
- ❖ Read aloud with expression
- ❖ Make predictions based upon events in the text so far
- ❖ Identify fiction and non-fiction texts, use a contents and index page
- ❖ Scan a page to retrieve a word or phrase
- ❖ Join in discussions about texts and link to other reading
- ❖ Answer retrieval questions and begin to infer meaning from the text



I AM NOW LEARNING TO:

- ❖ Read most words at this level fluently(including common suffixes)
- ❖ Use expression to bring my reading to life
- ❖ Self-correct a mis-read word
- ❖ Make predictions using experience of reading books based on other familiar texts
- ❖ Identify fiction and non-fiction and use a contents, index and glossary page
- ❖ Scan to retrieve and make simple inferences about character feelings



HAS ACHIEVED GOLD(9) LEVEL IN READING AND CAN NOW:

- ❖ Read most words at this level fluently(including common suffixes)
- ❖ Use expression to bring my reading to life
- ❖ Self-correct a mis-read word
- ❖ Make predictions using experience of reading books based on other familiar texts
- ❖ Identify fiction and non-fiction and use a contents, index and glossary page
- ❖ Scan to retrieve and make simple inferences about character feelings

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Make predictions prior to reading based upon the title, cover, illustrations, contents page and headings
- ❖ Skim and scan to retrieve information
- ❖ Infer characters' feelings using evidence from the text
- ❖ Compare and contrast the characters of stories
- ❖ Summarise orally a paragraph of non-fiction text





HAS ACHIEVED WHITE (10) LEVEL IN READING AND CAN NOW:

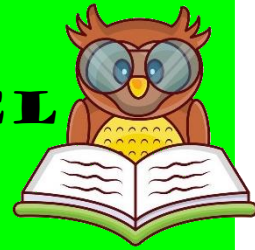
- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Make predictions prior to reading based upon the title, cover, illustrations, contents page and headings
- ❖ Skim and scan to retrieve information
- ❖ Infer characters' feelings using evidence from the text
- ❖ Compare and contrast the characters of stories
- ❖ Summarise orally a paragraph of non-fiction text



I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Make predictions based upon events and actions of characters so far in a story
- ❖ Skim and scan to retrieve information
- ❖ Infer characters' feelings and thoughts using evidence from the text
- ❖ Compare and contrast the settings of stories
- ❖ Summarise orally a paragraph of text

HAS ACHIEVED LIME (11) LEVEL IN READING AND CAN NOW:



- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Make predictions based upon events and actions of characters so far in a story
- ❖ Skim and scan to retrieve information
- ❖ Infer characters' feelings and thoughts using evidence from the text
- ❖ Compare and contrast the settings of stories
- ❖ Summarise orally a paragraph of text

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Make predictions drawing upon own knowledge/experience or from other texts
- ❖ Skim and scan to retrieve information
- ❖ Infer characters' feelings, thoughts and motives using evidence from the text
- ❖ Begin to use dictionaries to check meaning
- ❖ Compare and contrast the openings and endings of stories
- ❖ Sequence pictures or text from a story or non-fiction text read, justifying reasons for choices
- ❖ Summarise orally and in writing the main points from a paragraph of text





HAS ACHIEVED COPPER (12) LEVEL IN READING AND CAN NOW:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Make predictions drawing upon own knowledge/experience or from other texts
- ❖ Skim and scan to retrieve information
- ❖ Infer characters' feelings, thoughts and motives using evidence from the text
- ❖ Begin to use dictionaries to check meaning
- ❖ Compare and contrast the openings and endings of stories
- ❖ Sequence pictures or text from a story or non-fiction text read, justifying reasons for choices
- ❖ Summarise orally and in writing the main points from a paragraph

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan to identify specific words and then generate synonyms
- ❖ Begin to use a thesaurus to support word choices
- ❖ Infer a character's feelings, thoughts and motives from their actions
- ❖ Recognise the genre specific language at the start of the text to predict the next part
- ❖ Summarise in one sentence, orally and in writing, the main point from a paragraph
- ❖ Compare and contrast the settings of stories



HAS ACHIEVED TOPAZ(13) LEVEL IN READING AND CAN NOW:



- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan to identify specific words and then generate synonyms
- ❖ Begin to use a thesaurus to support word choices
- ❖ Infer a character's feelings, thoughts and motives from their actions
- ❖ Recognise the genre specific language at the start of the text to predict the next part
- ❖ Summarise in one sentence, orally and in writing, the main point from a paragraph
- ❖ Compare and contrast the settings of stories

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan to identify specific words and then generate antonyms
- ❖ Use a thesaurus to support word choices
- ❖ Infer a character's feelings, thoughts and motives from their actions with direct evidence from the text
- ❖ Recognise the genre specific language in the middle of the text to predict the ending
- ❖ Summarise orally and in writing the main points from two paragraphs
- ❖ Compare and contrast the plots of stories





HAS ACHIEVED RUBY (14) LEVEL IN READING AND CAN NOW:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan to identify specific words and then generate antonyms
- ❖ Use a thesaurus to support word choices
- ❖ Infer a character's feelings, thoughts and motives from their actions with direct evidence from the text
- ❖ Recognise the genre specific language in the middle of the text to predict the ending
- ❖ Summarise orally and in writing the main points from two paragraphs
- ❖ Compare and contrast the plots of stories

I AM NOW LEARNING TO:



- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan to identify specific words and then generate synonyms and antonyms
- ❖ Use thesaurus to expand word choices
- ❖ Infer characters' feelings, thoughts and motives from their actions at different points in a text
- ❖ Recognise the genre specific language in the middle of the text and suggest an alternative ending - compared to the original
- ❖ Summarise orally and in writing the main points from a chapter
- ❖ Compare and contrast the themes of stories



HAS ACHIEVED EMERALD (15) LEVEL IN READING AND CAN NOW:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan to Identify specific words and then generate synonyms and antonyms
- ❖ Use thesaurus to expand word choices
- ❖ Infer characters' feelings, thoughts and motives from their actions at different points in a text
- ❖ Recognise the genre specific language in the middle of the text and suggest an alternative ending - compared to the original
- ❖ Summarise orally and in writing the main points from a chapter
- ❖ Compare and contrast the themes of stories

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan texts to retrieve multiple details.
- ❖ Retrieve or infer evidence from the text to identify a fact or opinion
- ❖ Identify figurative language devices used
- ❖ Summarise in writing the main points from a chapter
- ❖ Compare and contrast the features of a range of non-fiction





HAS ACHIEVED SAPPHIRE(16) LEVEL IN READING AND CAN NOW:



- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan texts to retrieve multiple details.
- ❖ Retrieve or infer evidence from the text to identify a fact or opinion
- ❖ Identify figurative language devices used
- ❖ Summarise in writing the main points from a chapter
- ❖ Compare and contrast the features of a range of non-fiction

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan texts to identify a simile or metaphor.
- ❖ Use retrieval and inference skills to identify the cause and effect of events
- ❖ Identify figurative language devices and their purpose
- ❖ Summarise orally the main points from a whole book (with chapters)
- ❖ Compare and contrast the features of a range of poems





HAS ACHIEVED DIAMOND (17) LEVEL IN READING AND CAN NOW:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan texts to identify a simile or metaphor.
- ❖ Use retrieval and inference skills to identify the cause and effect of events
- ❖ Identify figurative language devices and their purpose
- ❖ Summarise orally the main points from a whole book (with chapters)
- ❖ Compare and contrast the features of a range of poems

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan texts to identify a simile or metaphor and then suggest an alternative
- ❖ Use retrieval and inference skills to identify cause and predict the effect throughout the text
- ❖ Identify figurative language devices and evaluate their effectiveness
- ❖ Summarise in writing the main points from a whole book (with chapters) or text
- ❖ Compare and contrast a poem and a non-fiction text on the same theme



**HAS ACHIEVED PEARL (18) LEVEL
IN READING AND CAN NOW:**



- ❖ Read fluently at 95% accuracy with expression, flow and pace.
- ❖ Skim and scan texts to identify a simile or metaphor and then suggest an alternative
- ❖ Use retrieval and inference skills to identify cause and predict the effect throughout the text
- ❖ Identify figurative language devices and evaluate their effectiveness
- ❖ Summarise in writing the main points from a whole book (with chapters) or text
- ❖ Compare and contrast a poem and a non-fiction text on the same theme

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace
- ❖ Retrieve and infer more complex details from a text
- ❖ Identify words and phrases that create a particular mood or feeling
- ❖ Compare and contrast a poem, fiction and non-fiction text on the same theme
- ❖ Evaluate the trustworthiness of a source
- ❖ Identify authors' point of view on events in the text



**HAS ACHIEVED MOONSTONE (19)
LEVEL IN READING AND CAN NOW:**



- ❖ Read fluently at 95% accuracy with expression, flow and pace
- ❖ Retrieve and infer more complex details from a text
- ❖ Identify words and phrases that create a particular mood or feeling
- ❖ Compare and contrast a poem, fiction and non-fiction text on the same theme
- ❖ Evaluate the trustworthiness of a source
- ❖ Identify authors' point of view on events in the text

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace
- ❖ Retrieve answers from a range of question formats (e.g. sequencing, matching, tables)
- ❖ Through inference, identify words and phrases that create a particular attitude
- ❖ Suggest why an author may have chosen specific vocabulary
- ❖ Understand and identify bias in a text





HAS ACHIEVED AMETHYST (20) LEVEL IN READING AND CAN NOW:

- ❖ Read fluently at 95% accuracy with expression, flow and pace
- ❖ Retrieve answers from a range of question formats (e.g. sequencing, matching, tables)
- ❖ Through inference, identify words and phrases that create a particular attitude
- ❖ Suggest why an author may have chosen specific vocabulary
- ❖ Understand and identify bias in a text

I AM NOW LEARNING TO:

- ❖ Read fluently at 95% accuracy with expression, flow and pace
- ❖ Retrieve details from across the whole text and give detailed reasoning
- ❖ Explain why an author has chosen specific words and the effect of their choices
- ❖ Identify and understand irony in a text
- ❖ Justify inferences with evidence from across the text





**HAS ACHIEVED OVER THE
MOON(21) LEVEL IN READING AND
CAN NOW:**

- ❖ Read fluently at 95% accuracy with expression, flow and pace
- ❖ Retrieve details from across the whole text and give detailed reasoning
- ❖ Explain why an author has chosen specific words and the effect of their choices
- ❖ Identify and understand the effects of irony in a text
- ❖ Justify inferences with evidence from across the text