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| **Reading Step 3 exp** | | **Reading Step 3 a** | | **Reading Step 3exc** | |
| I can slowly blend different sounds for a spelling pattern, eg, ‘oo’, as in ‘door’, ‘look’ and ‘blood’. |  | I can blend most different sounds for a spelling pattern, eg, ‘oo’, as in ‘door’, ‘look’ and ‘blood’. |  | I can quickly blend all the different sounds for a spelling pattern, eg, ‘oo’, as in ‘door’, ‘look’ and ‘blood’. |  |
| I can, with help, read long words with a different sound for a spelling pattern. |  | I can usually read long words with a different sound for a spelling pattern. |  | I can quickly read long words with a different sound for a spelling pattern. |  |
| I can read some Keevil Step 3 tricky words. |  | I can read most Keevil Step 3 tricky words. |  | I can read all Keevil Step 3 tricky words. |  |
| I can begin to read fluently, using my decoding skills from Phase 6 L+S where I need to. |  | I can read fluently, using my decoding skills from Phase 6 L+S where I need to. |  | I can read confidently and fluently, using my decoding skills and other reading knowledge. |  |
| I can, with help, suggest meanings for words in a text using my knowledge of simple prefixes and suffixes. |  | I can suggest meanings for words in a text using my knowledge of simple prefixes and suffixes. |  | I can confidently suggest meanings for words in a text using my knowledge of simple prefixes and suffixes, explaining my thoughts. |  |
| I can sometimes spot repeating phrases in a story or poem. |  | I can usually spot repeating phrases in a story or poem. |  | I can confidently spot repeating phrases in a story or poem, explaining the pattern within the text. |  |
| I can recite parts of poems. |  | I can recite some poems. |  | I can recite a number of different poems. |  |
| I can, with help, join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views. |  | I can join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views. |  | I can confidently join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views and explaining them. |  |
| I can, with help, use some of the features of non-fiction books to help me find information. |  | I can use the features of non-fiction books to help me find information. |  | I can explain to others how to use non-fiction books to help them find information. |  |
| I can recall the main events in lots of different stories with support. |  | I can recall the main events in lots of different stories on my own. |  | I can recall the main events in lots of different stories in order, and with details, on my own. |  |
| I can sometimes check that my reading makes sense and correct it by myself in longer stories. |  | I can usually check that my reading makes sense and correct it by myself in longer stories. |  | I can often and quickly check that my reading makes sense and correct it by myself in longer stories. |  |
| I can, with help, predict what might happen next in a story and link it to events and details in the text. |  | I can usually predict what might happen next in a story and link it to events and details in the text. |  | I can predict what might happen next in a story and link it to characters, events and details in the text. |  |
| I can, with help, find my favourite words and phrases in a text. |  | I can find my favourite words and phrases in a text. |  | I can find my favourite words and phrases in a text and explain why I like them. |  |
| I can, with help, make some simple inferences (work out what is happening without it actually being written in the text) asking and answering questions to help my understanding. |  | I can usually make simple inferences (work out what is happening without it actually being written in the text) asking and answering questions to help my understanding. |  | I can confidently make simple inferences asking and answering questions and explaining my thoughts. |  |