



Year 1  
I Can Statements  
READING

**READING:**

**Decoding strategies**

- I can use my phonic knowledge and skills to help decode words.
- I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (GPCs).
- I can read accurately by blending known sounds in unfamiliar words
- I can read other words of more than one syllable that contain known sounds
- I can accurately read aloud books at my phonic level

**Sight Words**

- I can read common tricky words, noting unusual similarities between spelling and sounds in the word

**Grammar**

- I can read words with contractions [E.g. I'm, I'll, we'll] & understand the apostrophe reps the missing letter(s)
- I can reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

**Fluency and Expression**

- I can re-read books to improve my fluency and confidence in word reading.

**COMPREHENSION:**

**Retrieving Information**

- I can remember and discuss what I have read.
- I can retell familiar stories.

**Interpret Information**

- I can self-correct so that text makes sense.
- I can make inferences about what is being said and done in texts I've read or that have been read to me.
- I can discuss the significance of a title and events in texts.
- I can make simple predictions about what might happen next.

**Feature of text**

- I can comment on the features of some different sorts of texts.
- I can spot and join in with predictable phrases.
- I can recognise rhymes and poems and can recite some by heart.
- I can distinguish between fiction and non-fiction books.

**Choice of Language**

- I can discusses what words mean, linking new meanings to those already known.

**Linking Text to Own Experiences**

- I can link what I have read to my own experience.
- I can draw on what I already know and information provided by the teacher in discussion about texts



Year 2  
I Can Statements  
READING

**READING:**

**Decoding strategies**

- I can use my phonic knowledge to decode words.
- I can recognise alternative sounds for graphemes. (e.g. ai ay a-e).
- I can read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondence (GPCs) that have been taught (including alternative sounds for graphemes).
- ***I can read most words of two or more syllables***
- I can use my improved phonic knowledge to read unfamiliar words more quickly.

**Sight Words**

- ***I can most common exception words***

**Grammar**

- ***I can read words containing common suffixes. (e.g. ly) at end of words.***

**Fluency and Expression**

- I can re-read books to improve my fluency and confidence in word reading.
- ***I can sound out most unfamiliar words accurately without undue hesitation***
- ***I can read words in age appropriate books without overt blending and sounding at 90 words per minute***

**COMPREHENSION:**

***Retrieving Information***

- I can remember and talk about what I have read.
- I can retell a wider range of familiar stories.
- I can recall and discuss the main sequence of events in books.
- I can ask and answer questions based on a text.

**Interpret Information**

- ***I can self-correct so that text makes sense.***
- ***I can make inferences on the basis of what is being said and done in texts I've read or have been read to me.***
- I can discuss the significance of title and events in texts.
- I can make simple predictions about what might happen next.

**Feature of text**

- I can comment on the features of some different sorts of texts.
- I can recognise recurring language in texts.
- I can recognise rhymes and poems and can recite a wider repertoire by heart.
- I can distinguish between fiction and non-fiction books.
- I can talk about the features of non-fiction books.

**Choice of Language**

- I can discuss and understand the meanings of words, linking new meanings to those already known.
- I can discuss my favourite words and phrases.

**Linking Text to Own Experiences**

- I can link what I have read to my own experience.
- I can draw on what I already know and information provided by the teacher in discussion about texts.
- I can discuss and express my views on a wide range of texts including those read to me.



Year 3  
I Can Statements  
READING

**READING:**

**Decoding strategies**

- Secure

**Sight Words**

- I can read a wider range of tricky (common exception) words, noting unusual similarities between spelling and sounds in the word

**Grammar**

- I can use my growing knowledge of root words, prefixes and suffixes (referring to NC appendix 1).

**Fluency and Expression**

- I can use a range of strategies effectively to read with fluency and expression.

**COMPREHENSION:**

**Retrieving Information**

- I can orally retell the main events of a range of stories after reading.
- I can ask questions about the text to improve my understanding.
- I can retrieve and record information from non-fiction and fiction texts with some quotations and references.

**Interpret Information**

- I can check that a text makes sense to me.
- I can infer characters' feelings, thoughts and motives from their actions.
- I can predict what might happen using details both stated and implied.

**Feature of text**

- I can use a few basic text features, identify a range of fiction and non-fiction text types. E.g. poetry, plays.
- I can identify how structure and presentation contribute to the meaning of the text.

**Choice of Language**

- I can discuss words and phrases that capture the reader's interest and imagination.
- I can identify a few basic features of language and how it contributes to meaning. e.g. use of speech marks, adjectives, capitalisation, etc.
- I can discuss what I understand and explain the meaning of words in context.

**Linking Text to Own Experiences**

- I can respond to text applying my own feelings rather than the characters.
- I can reflect upon text - discuss my dislikes/likes with some justification



Year 4  
I Can Statements  
READING

**READING:**

**Decoding strategies**

- Secure

**Sight Words**

- Secure

**Grammar**

- I can use my growing knowledge of root words, prefixes and suffixes (referring to NC appendix 1).

**Fluency and Expression**

- I can read a range of texts aloud (inc. poetry), showing understanding through intonation, tone, volume & action.

**COMPREHENSION:**

**Retrieving Information**

- I can orally summarise a range of stories after reading.
- I can ask appropriate questions about the text to improve my understanding.
- I can retrieve and record information from non-fiction and fiction texts including relevant textual references.
- I can identify the main ideas drawn from more than one paragraph and summarise these.

**Interpret Information**

- I can identify when reading does not make sense and self-correct for meaning.
- I can infer characters' feelings, thoughts and motives from their actions at different points in the text.
- I can justify inferences with evidence.
- I can make predictions at different stages of reading a text from details stated and implied.

**Feature of text**

- I can identify common themes in a wide range or series of books, within the same text types
- I can identify similarities and differences of features.
- I can identify and make simple comments about the authors' structural choices.
- I can identify and comment on presentation and how it contributes to the meaning of the text.

**Choice of Language**

- I can discuss and explain how words and phrases capture the reader's interest and imagination.
- I can identify some basic features of language and justify how it contributes to meaning. e.g. use of speech marks, adjectives, capitalisation, etc.

**Linking Text to Own Experiences**

- I can respond & relate to a range of texts using my experiences and feelings. e.g. 'she was just horrible like my Nan is sometimes'
- I can reflect upon text to discuss my dislikes/likes with justification and reference to the text.



Year 5  
I Can Statements  
READING

**READING:**

**Decoding Strategies and Sight Words**

- Secure

**Grammar**

- I can use my growing knowledge of root words, prefixes and suffixes (referring to NC appendix 1).

**Fluency and Expression**

- I can read a range of texts aloud (including poetry), showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

**COMPREHENSION:**

**Retrieving Information**

- I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can ask a range of questions to improve my understanding.
- I can retrieve and record information from non-fiction and fiction texts including accurate textual references from different places in the text.
- I can summarise the main ideas throughout reading drawing from more than one paragraph, identify key details that support the main ideas.

**Interpret Information**

- I can explain and discuss my understanding of what I have read through presentations and debates. I can self-correct using context and read over.
- I can discuss, understand and explore the meaning of technical vocabulary in context.
- I can infer characters' feelings, thoughts and motives from their actions from different points in the text.
- I can justify inferences with evidence.
- I can predict and deduce what might happen stating relevant evidence.

**Feature of text**

- I can recite a wider range of poetry by heart.
- I can read books that are structured in different ways and read for a range of purposes.
- I can identify and explain how a variety of different presentation types contributes to meaning.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can identify and discuss themes and conventions in and across a wide range of writing.
- I can distinguish between statements of fact and opinion.

**Choice of Language**

- I can identify and explain how a range of language structures contribute to meaning.
- I can discuss and evaluate how the authors use of language, including figurative language, impacts upon the reader.

**Linking Text to Own Experiences**

- I can recommend books that I have read to my peers, giving reasons for my choices.
- I can make comparisons within and across books.
- I can participate in discussions about books that are read to me and those
- I can read for myself, building on my own and others' ideas and challenge views courteously.



Year 6  
I Can Statements  
READING

**READING:**

**Decoding Strategies and Sight Words**

- Secure

**Grammar**

- I can use my knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
- *I can apply my knowledge of prefixes and suffixes to read aloud, (morphology and etymology), as listed in English Appendix 1, and to understand the meaning of unfamiliar words.*

**Fluency and Expression**

- I can use my combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience.
- I can attempt pronunciation of unfamiliar words by drawing on prior knowledge of similar looking words.
- *I can read age appropriate books with confidence and fluency (including novels).*
- *I can read aloud using intonation*

**COMPREHENSION:**

**Retrieving Information**

- I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- *I can retrieve, record and present information from non-fiction*

**Interpret Information**

- *I can predict what might happen from details stated and implied*
- I can check that the book makes sense, discussing understanding and exploring the meaning of words in context
- I can ask questions to improve my understanding

**Feature of text**

- I can learn a wider range of poetry by heart
- I can prepare poems and plays to read aloud and to perform,
- *I can show an understanding through intonation, tone and volume so that the meaning is clear to an audience*
- I can read books that are structured in different ways and read for a range of purposes
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- *I can draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*

**Choice of Language**

- I can identify how language, structure and presentation contribute to meaning
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion

**Linking Text to Own Experiences**

- *I can recommend books that I have read to my peers, and give reasons for my choices*
- *I can make comparisons within and across books*
- I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views
- *I can explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for my views*