

## Rowde Reading Step 1 (Reception)

<b>Positive attitudes and Commenting</b>
I can enjoy a range of books.
I can look and handle books independently.
I can listen to stories with increasing attention and recall main events.
I show that I understanding what I have read when talking to others.
I can respond to the stories I hear with relevant comments, questions or actions.
<b>Word recognition</b>
I can link sounds to letters, naming and sounding the letters of the alphabet.
I can say all of the Phase 2 L+S and most of the Phase 3 L+S sounds.
I can use the Phase 2 and 3 L+S sounds to decode words and read them aloud accurately.
I can read most Phase 2 and 3 L+S tricky words.
<b>Fluency</b>
I can read and understand simple sentences.
<b>Vocabulary</b>
I can use words that reflect my experiences.
I can use books to learn new words.
<b>Retrieval</b>
I understand that information can be retrieved from books.
I can describe main story settings, events and main characters.
<b>Sequence/Summarise</b>
I can talk about things that happen in a simple story in order and give some details.
I am aware of the ways stories are structured.
<b>Inference</b>
I can understand 'why' and 'how' questions.
I can answer some 'how' and 'why' questions about their experiences and in response to stories or events.
<b>Prediction</b>
I can suggest how a story might end.
I can talk about what I think is inside a book.
I can anticipate key events and phrases in rhymes and stories.
<b>Poetry and Performance</b>
I can say and find words that rhyme.
I can confidently say lots of nursery rhymes.
I can listen to and join in with stories and poems.
I can join in with repeated refrains in rhymes and stories.
I can use intonation, rhythm and phrasing to make the meaning clear to others.
I can express myself effectively, showing awareness of listeners' needs.

## Rowde Reading Step 2 (Year 1)

<b>Positive attitudes and Commenting</b>
I can join in with familiar words in a story or rhyme.
I can join in with others talking about stories, poems and non-fiction I have read or heard.
I can spot similarities and differences between my own experiences and those of characters in stories.
<b>Word recognition</b>
I can quickly say all of the digraph and trigraph sounds from Phase 5 of L+S.
I can read most of the Phase 5 L+S words by sounding out on my own.
I can read accurately most words of two or more syllables continuing the same grapheme-phoneme correspondences.
I can read most of the high frequency words, up to and including the Y1/2 common exception word list.
I can use phonic strategies when reading unknown words.
I can read lots of common contractions, such as I'm and she'll.
<b>Fluency</b>
I can check that my reading makes sense.
I can read aloud many words quickly and accurately without overt sounding and blending.
I can read aloud with intonation, taking into account full stops.
<b>Vocabulary</b>
With support, I can suggest what words mean from clues in the text.
I can talk about how different words and phrases affect meaning in a book read to me.
<b>Retrieval</b>
I can answer 'how' and 'why' questions about what I have read.
I can answer questions about what is being said and done.
I can locate specific information on a given page in response to a direct question.
I can begin to identify some differences between fiction and non-fiction texts.
I can answer and ask questions relevant to a text that is read as a class.
<b>Sequence/Summarise</b>
I can talk about things that happen in a traditional tale in order.
I can summarise a familiar text.
<b>Inference</b>
I can link the title with the events in a book.
I can usually make simple inferences (work out what is happening without it actually being written in the text) about what is being said and done in a story.
I can talk about what I think about characters and events in stories.
<b>Prediction</b>
I can make simple predictions based on the story so far.
<b>Poetry and Performance</b>
I can spot repeating phrases in a story or poem.
I can recite some poems.

### Rowde Reading Step 3 (Year 2)

#### **Positive attitudes and Commenting**

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 discuss the sequence of events in a book and how items of information are related.

I am familiar with, and can retell, a range of stories, fairy stories and traditional tales.

#### **Word recognition**

I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.

I can read accurately most words of two or more syllables that contain the same grapheme-phoneme correspondences.

I can read all Year 1 and 2 common exception words.

I can sound out most unfamiliar words accurately, without undue hesitation.

I can read words with contractions e.g. I'm, I'll, we'll, he's.

I can read some words containing common suffixes (s, es, ing, ed, er, est, y, ment, ness, ful, less, ly).

#### **Fluency**

In an age-appropriate book, I can read most words accurately without overt sounding out and blending and with the fluency necessary to focus on my understanding.

I can check that what I am reading makes sense and correct any inaccurate reading.

I can read fluently, using my decoding skills from Phase 6 L+S where I need to.

I can read with intonation, considering Year 2 punctuation (. , ? !).

#### **Vocabulary**

I can find my favourite words and phrases in a text.

I can suggest meanings for words in a text using surrounding vocabulary, my experiences and my knowledge of simple prefixes and suffixes.

I can talk about how different words and phrases affect meaning.

#### **Retrieval**

I can locate specific information on a given page in response to a direct question.

I can answer questions relevant to the text.

I can explain the difference between fiction and non-fiction texts.

I can use the features of non-fiction books to help me find information.

I can compare and explain similarities and differences between texts/books in terms of character, setting and themes.

#### **Sequence/Summarise**

I can explain what has happened so far in a book I am reading independently.

I can recall the main events and summarise a text clearly.

I can identify and explain the sequence of events in a text.

#### **Inference**

I can 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 comment on characteristics and actions of characters, events and information in stories.

#### **Prediction**

I can predict what might happen next in a story and link it to events and details in the text.

#### **Poetry and Performance**

I can spot repeating phrases in a story or poem.

I can recite some poems.

### Rowde Reading Step 4 (Year 3)

<b>Positive attitudes and Commenting</b>
I can read and join in discussions about a range of longer texts, expressing what I think and like.
I can independently retell lots of age appropriate stories.
I can choose and use the right book for a purpose, and talk about what I have done and why.
<b>Word recognition</b>
I can read, by sight, many Year 3 and 4 common exception words.
When I meet a new word, I can decode it and test out different pronunciations to see what sounds familiar.
<b>Fluency</b>
I can read aloud with expression and intonation taking into account some punctuation.
I can read at a speed of approximately 90 words per minute.
<b>Vocabulary</b>
I can talk about how words can have different meanings.
I can use context to try and clarify the meaning of words and phrases.
I can use a dictionary to clarify the meaning of unfamiliar words.
<b>Retrieval</b>
I can quote directly from the text to answer questions.
I can locate information quickly and effectively, including using indexes, to answer a specific question.
I can describe how the language, structure and lay-out of a book add to my understanding of it.
I can find some simple facts in a non-fiction text.
<b>Sequence/Summarise</b>
I can summarise the main points in a text, referring back to the text to support this.
I understand the purpose of a paragraph to group related ideas together.
<b>Inference</b>
I can usually make simple inferences (work out what is happening without it actually being written in the text) when I'm reading a story.
I can use clues from action, dialogue and description to interpret meaning and try to explain what a character is thinking and feeling.
I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.
<b>Prediction</b>
I can make simple predictions of what will happen next (using clues in the text).
<b>Link Making</b>
I can discuss how an author builds a character through dialogue, action and description.
<b>Language and effect</b>
I can find words and phrases in a text that capture my imagination and explain why.
I can talk about the author's choice of language and its effect on the reader in non-fiction texts.
<b>Similarities</b>
I can spot and talk about some key themes in a story.
I can identify how and why language, structure and presentation vary in different genres, including non-fiction.
<b>Poetry and Performance</b>
I can perform poems and play scripts with expression and intonation.
I can spot different types of poetry.

## Rowde Reading Step 5 (Year 4)

<b>Positive attitudes and Commenting</b>
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can retell a range of age appropriate stories, including interesting details.
I can choose and use the right book for a purpose, and talk about what I have done and why.
I can discuss with others books I have read.
<b>Word recognition</b>
I can read, by sight, most Year 3 and 4 common exception words.
I can read independently, using decoding strategies to establish meaning.
<b>Fluency</b>
I can read aloud with pace, fluency and expression.
I can read fluently, at approximately 90 words per minute, of an age appropriate text.
<b>Vocabulary</b>
I can talk about the meaning of new and unusual words.
I can clarify the meanings of ambitious words and phrases in context.
I can use a dictionary to clarify the meaning of unfamiliar words.
<b>Retrieval</b>
I can quote directly from the text to answer questions and support thoughts and discussions.
I can skim and scan to identify key ideas in a text.
I can describe how the language, structure and lay-out of a book add to my understanding of it.
I can sometimes explain facts I have found in my non-fiction text using my own language.
<b>Sequence/Summarise</b>
I can summarise and explain the main points in a text, referring back to the text to support this.
I understand the purpose of a paragraph and chapter to group related ideas together.
<b>Inference</b>
I can infer when I'm reading a story.
I can empathise with different character's viewpoints providing plausible reasoning.
I can self-evaluate my own understanding of stories, for instance, reflecting on characters' thoughts and feelings.
<b>Prediction</b>
I can make plausible predictions based on knowledge of the text and wider connections.
<b>Link Making</b>
I can discuss how an author builds a character through dialogue, action and description.
I can identify relationships between characters, explaining the effect this has on the reader with reference to the text.
<b>Language and effect</b>
I can talk about the effects of different words and phrases to create mood, build tension, and develop atmosphere.
I can talk about the author's choice of language and its effect on the reader in non-fiction texts.
<b>Similarities</b>
I can talk about key themes found in different stories.
I can identify how and why language, structure and presentation vary in different genres, including non-fiction.
I can compare the structures of different stories to discover how they differ in pace, build up, sequence and complication.
<b>Poetry and Performance</b>
I can perform poems and play scripts using drama to improve my performance.
I can describe the features of different types of poetry.

## Rowde Reading Step 6 (Year 5)

<b>Positive attitudes and Commenting</b>
I can identify and name different genres of writing.
I can read a wide range of fiction, poetry, plays, non-fiction and reference books.
I can read books that are structured in different ways for a range of purposes.
I can explain my views giving reasons from the text.
I can take part in discussions about books, and I can politely challenge the views of others.
I can explain and discuss my understanding of what I have read through debates.
<b>Word recognition</b>
I can read, by sight, many Year 5 and 6 common exception words.
I can apply my knowledge of root words, prefixes and suffixes to read new words.
<b>Fluency</b>
I can read aloud with intonation that shows an understanding of the text.
I can read fluently, at approximately 90 words per minute, of an age appropriate text.
I have the stamina to read entire novels and I can read age-appropriate texts for a range of purposes.
<b>Vocabulary</b>
I can discuss how the context can change the meaning of words.
I can apply my knowledge of root words, prefixes and suffixes to understand the meaning of new words.
<b>Retrieval</b>
I can explain and discuss information I have found in a text.
I can find evidence from the text to support my views.
I can describe how structure, organisation and presentation of information contribute to meaning in non-fiction texts.
<b>Sequence/Summarise</b>
I can use key words from the text when I am summarising the main ideas of paragraphs/sections.
<b>Inference</b>
I can infer when I'm reading a story, using evidence from the text to support my ideas.
I can ask some questions to improve my understanding of the text.
I can draw inferences about characters' feelings, thoughts, attitudes, choices and motives, providing evidence.
I can draw inferences about the plot and setting, providing evidence.
I can identify if a statement is fact or opinion.
<b>Prediction</b>
I can use key details from the text to support my views when I am predicting what I think will happen.
<b>Link Making</b>
I can identify some key themes in texts I have read.
I can identify and discuss the wider consequences within a story and how information is related and contributes to meaning as a whole.
I can identify the viewpoint within a text.
<b>Language and effect</b>
I can discuss the language an author has used and its effect on the reader.
I can evaluate how authors use words and phrases to enhance meaning and for impact.
<b>Similarities</b>
I can usually self-evaluate my own understanding of stories, for instance, making comparisons with other texts.
I can make comparisons between texts.
I can recommend books to peers, giving reasons for my choices.
<b>Poetry and Performance</b>
I can recite a range of different poems.
I can perform poems and play scripts varying tone, volume and intonation to improve my performance.

## Rowde Reading Step 7 (Year 6)

### **Positive attitudes and Commenting**

I can read a wide range of fiction, poetry, plays, non-fiction and reference books.

I can read books that are structured in different ways for a range of purposes.

I can take part in discussions about books and use differences in opinions to build my own views.

I can explain, in detail, my understanding of what I have read through presentations and debates, preparing for opposing views.

I can express my preferences about authors and genres developed through my own reading.

### **Word recognition**

I can read, in context, all Year 5 and 6 common exception words.

I can apply my knowledge of root words, prefixes and suffixes to read new words.

### **Fluency**

I can read aloud with intonation that shows an understanding of the text.

I can read fluently, at approximately 90 words per minute, of an age appropriate text.

I have the stamina to read entire novels and I can read age-appropriate texts for a range of purposes.

### **Vocabulary**

I can decipher unknown words from the context of the book and surrounding vocabulary.

I can apply my knowledge of root words, prefixes and suffixes to understand the meaning of new words.

### **Retrieval**

I can explain and discuss information I have found in a text.

I can find evidence from the text to support my views.

I can efficiently identify, retrieve and record key information from non-fiction texts.

I can describe how structure, organisation and presentation of information all contribute to meaning.

### **Sequence/Summarise**

I can summarise the main ideas of paragraphs/sections succinctly.

I can identify key details and quotations for illustration from more than one paragraph.

### **Inference**

I can explain and discuss my understanding of what I have read, drawing inferences and justifying with evidence.

I can ask insightful questions to improve my understanding of the text.

I can draw inferences about characters' feelings, thoughts, attitudes, choices and motives from their actions/dialogue/narrative, providing strong evidence.

I can draw inferences about the plot and setting, providing strong evidence.

I can securely make deductions, firmly rooted in the evidence in the text.

I can distinguish between statements of fact and opinion.

### **Prediction**

I can provide a reasoned explanation from the text when I am predicting what I think will happen.

I can use details stated and implied to make predictions.

### **Link Making**

I can identify and talk about key themes found in different genres of writing.

I can identify, explain and reflect on the wider consequences within a story and how information is related and contributes to meaning as a whole.

I can confidently identify the viewpoint within a text and how it impacts the reader's opinion (including opinions of the characters).

### **Language and effect**

I can discuss figurative language an author has used and its effect on the reader.

I can evaluate how authors use words and phrases, including the writer's intention (irony, sarcasm, mockery, humour etc).

I can identify how language features, structure and presentation contribute to meaning.

### **Similarities**

I can self-evaluate my own understanding of stories, for instance, making comparisons within the text.

I can make well-made comparisons within and across books.

I can recommend books to peers, providing plausible reasons for my choices.

### **Poetry and Performance**

I can learn a range of poems by heart.

I can use tone, volume and intonation to gain and maintain the audience's attention when I am performing poems and play scripts.