|  |  |  |  |
| --- | --- | --- | --- |
| **Reading – Building Concepts** | | | |
| **Attitudes to Reading** | **Emerging** | **Developing** | **Secure** |
| **I can show you I enjoy listening to familiar rhymes, stories and songs (1:1) by becoming excited about what is going to happen next** |  |  |  |
| **I can join in with some repeated words, phrases or actions in a familiar story, rhyme or song when prompted** |  |  |  |
| I can share a picture book with an adult (1:1) |  |  |  |
| I can hold a book the right way around |  |  |  |
| I can independently look at a book and enjoy it, e.g. tactile/sensory books |  |  |  |
|  |  |  |  |
| **Word Reading** |  |  |  |
| I can match the same pictures together |  |  |  |
| I can match an object with a photograph of the object |  |  |  |
| I can match a picture/symbol to an object |  |  |  |
| I can recognise that symbols/text in my environment have meaning, e.g.  \\COR-C-NAS-01\home$\Lorraine_Nickless\Documents\McDonalds-logo-880x660.png  = McDonalds X = kiss |  |  |  |
|  |  |  |  |
| **Comprehension** |  |  |  |
| I can show you pictures/photos of familiar things |  |  |  |
| **I can point to parts of pictures within a book, e.g. Where is the cat? Where is the cake?** |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Reading 1** | | | |
| **Attitudes to Reading** | **Emerging** | **Developing** | **Secure** |
| I can listen to a short story (1:1) |  |  |  |
| I can share a story book with an adult, looking at the words and pictures |  |  |  |
| I can bring you a book to read, e.g. my favourite story |  |  |  |
| I can show you that my interest in books is growing (e.g. can sit and listen for longer periods) |  |  |  |
| I can sit within a small group with an adult to listen to a story |  |  |  |
| I can show you where a book starts |  |  |  |
| I can turn pages one at a time, e.g. shows understanding that there is information on the next page |  |  |  |
| I can show that I understand that words/symbols should be read by pointing or following with my eyes |  |  |  |
| **Word Reading** |  |  |  |
| I can show you that I know that written words have meaning |  |  |  |
| I can match my name out of a choice of 3 |  |  |  |
| I can use pictures to help me guess what the next word is |  |  |  |
| I can recognise some words linked to familiar characters, actions or objects |  |  |  |
| I can say the first sound in a spoken word |  |  |  |
| I can say the last sound in a spoken word |  |  |  |
| I can find a picture or object that starts with a letter sound when an adult says or signs its (choice of 3) |  |  |  |
| I can choose the correct grapheme when an adult says or signs a sound (from a limited choice) |  |  |  |
| **I can say or sign an initial letter sound when I see it written down (10+)** |  |  |  |
| **Comprehension** |  |  |  |
| I can sequence 2 given events from a story using pictures |  |  |  |
| **I can join in with repeating actions, rhymes and phrases within a story** |  |  |  |
| **I can show you that something is going to happen by, e.g. turning the page or showing emotion** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Reading 2** | | | |
| **Attitudes to Reading** | **Emerging** | **Developing** | **Secure** |
| I can show you where the words are in a book (distinguish between pictures and words) |  |  |  |
| I can show you where to start reading and in which direction |  |  |  |
|  |  |  |  |
| **Word Reading** |  |  |  |
| I can recognise my name in a variety of contexts |  |  |  |
| **I can say or sign most of my single letter sounds when I see them written down (20+)** |  |  |  |
| I can blend 2 sounds together to say or sign a spoken word |  |  |  |
| **I can read 2 letter words by blending the sounds that I know together** |  |  |  |
| I can blend 3 sounds together to say or sign a spoken word |  |  |  |
| **I can read 3 letter words by blending the sounds that I know together** |  |  |  |
|  |  |  |  |
| **Comprehension** |  |  |  |
| **I can simply retell the story / short sequence of events that I have just heard using pictures or objects, (beginning/middle/end)** |  |  |  |
| **I can answer questions about a story I’ve just heard such as “Where is?”, “What is he doing?”, “Who is this?”** |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Reading 3** | | | |
| **Attitudes to Reading** | **Emerging** | **Developing** | **Secure** |
| I have 1:1 word correspondence when reading |  |  |  |
| I know what to do when I come to the end to a line of writing (the return sweep) |  |  |  |
|  |  |  |  |
| **Word Reading** |  |  |  |
| I can say or sign most of the common digraphs when I see them written down (e.g. th, ch, ck, sh, qu, ng) |  |  |  |
| I can say or sign most of the common vowel sounds when I see them written down (e.g. ai, ee, igh, oa, oo, ar, or, ur, ow, oi) |  |  |  |
| **I can say or sign 40 + sounds when I see them written down** |  |  |  |
| I can blend 4 sounds together to say or sign a spoken word |  |  |  |
| **I can blend and read words that contain 4 sounds** |  |  |  |
| I can blend 5 sounds together to say or sign a spoken word |  |  |  |
| **I can blend and read words containing 5 sounds** |  |  |  |
| **I can read some of the common irregular words (e.g. I, the, he, said, of)** |  |  |  |
| **I can use my knowledge of letter sounds to read books without guessing words from the pictures or the context of the sentence** |  |  |  |
|  |  |  |  |
| **Comprehension** |  |  |  |
| I can make up a story by using pictures (my own story) |  |  |  |
| **I can answer some literal questions about a story I have just heard** |  |  |  |
| **I can retell some of the story I have just been read** |  |  |  |
|  |  |  |  |
|  |  |  |  |