

## Feniton School Reading Progress Grid

Book Band	Phonics Phase and Sounds	Other Reading Skills	Assessment phase														
<b>Ants</b> 	Pre-phonics/reading skills	I can find the front cover of a book. I can turn the pages the correct way (from front to back) I can talk about the pictures in the book. I can create a story using the pictures to help.	Year R Autumn 1														
<b>Bees</b> 	Phase 2 sounds s, a, t, p, i, n, m, d, g, o, c, ck, e, u, h, r, b, f, l, ll, ss, ff	I can use the pictures to help me understand the story. I can link events in the story to my own experiences. I can use phonics to sound out and blend CVC words. I can remember repeated words/phrases without needing to sound them out again. I can re-read a book more than once to build fluency, understanding and enjoyment. I can recognise my keywords in a text.	Year R Autumn 2														
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>and</td> <td>to</td> <td>the</td> <td>I</td> <td>into</td> <td>no</td> <td>go</td> </tr> </table>	and	to	the	I	into	no	go								
and	to	the	I	into	no	go											
<b>Cats</b> 	Phase 2 and start of Phase 3 j, v, w, x, y, z, zz, qu	I can recognise my phase 2 and some phase 3 sounds I am beginning use them to read words I can recognise my keywords in a text.	Year R Spring 1														
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>he</td> <td>she</td> <td>we</td> <td>me</td> <td>be</td> <td>was</td> <td>my</td> </tr> <tr> <td>you</td> <td>they</td> <td>her</td> <td>all</td> <td>are</td> <td></td> <td></td> </tr> </table>	he	she	we	me	be	was	my	you	they	her	all	are			
he	she	we	me	be	was	my											
you	they	her	all	are													
		I can use the pictures in a book to make a simple prediction. I can put a story in the order of events. I can re-read a book more than once to build fluency, understanding and enjoyment. I can re-read a sentence after I have sounded words out, so I understand what I have read.															
<b>Ducks</b> 	Phase 3 sounds ch, th, sh, ng	I can recognise my phase 2 and phase 3 sounds I am confidently using them to blend and read <b>new</b> words. I can make a simple prediction based on the beginning of the book. I can read aloud fluently beginning to use basic punctuation. I can retell a story in order. I can give my opinion on a book. I can re-read a book more than once to build fluency, understanding and enjoyment.	Year R Spring 2														
<b>Elephants</b> 	Phase 3 sounds ai, ee, igh, oa, oo/oo, ar, oi, ow, er, ur, air	I can recognise my keywords in a text.	Year R Summer														
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>he</td> <td>she</td> <td>we</td> <td>me</td> <td>be</td> <td>was</td> <td>my</td> </tr> <tr> <td>you</td> <td>they</td> <td>her</td> <td>all</td> <td>are</td> <td></td> <td></td> </tr> </table>	he	she	we	me	be	was	my	you	they	her	all	are			
he	she	we	me	be	was	my											
you	they	her	all	are													
<b>Frogs</b> 	All phase 3 sounds and Phase 4 blends	I can predict what might happen on the basis of what has happened so far. I can self-correct when reading to ensure the text makes sense. I can ask questions about events and main characters I can begin to use expression to engage the listener. I can recognise and begin to use different punctuation (!?...). I can retell a story in order remembering key parts of the story. I can identify the significant aspects of books (title, key characters) I can re-read a book more than once to build fluency, understanding and enjoyment. I can recognise my keywords in a text.	Year 1 Autumn 1														
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>said</td> <td>have</td> <td>like</td> <td>so</td> <td>do</td> <td>some</td> <td>come</td> </tr> <tr> <td>were</td> <td>there</td> <td>little</td> <td>one</td> <td>when</td> <td>out</td> <td>what</td> </tr> </table>	said	have	like	so	do	some	come	were	there	little	one	when	out	what	
said	have	like	so	do	some	come											
were	there	little	one	when	out	what											

<p><b>Giraffes</b></p> 	<p>Start of Phase 5 sounds ay, oe, ie, ea, oy</p>	<p>I can read words with common suffixes ( ing, est, er, es, ed) I can read new words and ask about their meanings. I can begin to make simple inferences using what I have read. (title, actions, consequence) I can make interpretations about the character’s feelings based on clues from the book. I can beginning to use appropriate expression when different characters are speaking.</p>	<p>Year 1 Autumn 2</p>
<p><b>Hedgehogs</b></p> 	<p>Phase 5 sounds ir, ue, ou, ey, ew</p>	<p>I can understand the difference between fiction and non-fiction. I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 1 Spring 1</p>
<p><b>Iguanas</b></p> 	<p>Phase 5 sounds a-e, e-e, i-e, o-e, u-e</p>	<p>I can read most of the Year 1 common exception words I can read for an increased time showing stamina for reading. I can use expression when different characters are speaking. I can answer questions about the text and find the page that tells me the answer. I can find key facts from a non-fiction text. I can discuss the layout of a non-fiction text and how it helps me to read. I can enjoy a book and gain pleasure from sharing a book. I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 1 Spring 2</p>
<p><b>Jellyfish</b></p> 	<p>Phase 5 sounds wh, ph, aw, au</p>	<p>I can read all of the Year 1 common exception words I can use a range of strategies to help me read and understand unfamiliar words in a text. I can confidently read alternative sounds for graphemes within words. I can clarify the meaning of new words, linking new meanings to known vocabulary. I can predict what might happen on the basis of what has been read so far and my own experiences. I can make simple inferences on the basis of what is being said and done (the giant is stamping his feet because he is angry). I can clearly retell a story, discussing main events and key points to ensure appropriate amount of detail. I can answer questions extracting information from the text. I can read aloud with expression thinking of the authors language choices (shouted, replied, asked) I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 1 Summer</p>
<p><b>Kangaroos</b></p> 	<p>Phase 6 spellings</p>	<p>I can use different ways to work out words I don’t know (my sounds, reading ahead, checking the sentence makes sense, clues in the text and grammar) I understand how to use alphabetically ordered texts to retrieve information. I can read words with common suffixes (ful, ness, ly) I can make inferences about characters’ thoughts and feelings and reasons for actions. I can discuss favourite words and phrases. I can identify how vocabulary choice affects meaning. I can answer a range of questions from fiction and non-fiction texts. I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 2 Autumn</p>
<p><b>Lions</b></p> 	<p>Phase 6 spellings</p>	<p>I can make comparisons between books noting similarities and differences. I can share my opinions on genre and settings I can identify how different sections within a non-fiction text are linked and organised. I can discuss the sequence of events and how they interrelate. I can think of alternative adjectives the author could have used, providing my own synonyms for specific words in the text. I can read, understand and answer a range of questions from fiction and non-fiction texts. I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 2 Spring</p>

<p><b>Monkeys</b></p> 	<p>I can summarise the story using appropriate detail  I can pick out and discuss favourite words and phrases in a text.  I can make inferences about characters' thoughts feelings and actions giving reasons for these.  I can identify how vocabulary choice affects meaning.  I can make comparisons between books, noting similarities differences and preferences between.  I can read, understand and answer a range of questions from fiction and non-fiction texts using evidence to support my answers.  I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 2  Summer</p>
<p><b>Narwhals,  Owls &amp;  Pandas</b></p> 	<p>When reading independently, I can use a range of strategies to read and understand words I don't know.  I can talk about my favourite type and style of book based on what I have read so far.  I can read, understand and answer a range of questions from fiction and non-fiction texts using evidence to support my answers and justify my opinions.  I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 2  GDS</p>
<p><b>Free Readers</b></p> 	<p>When reading independently, I can use a range of strategies to read and understand words I don't know.  I can talk about my favourite type and style of book based on what I have read so far.  I can read, understand and answer a range of questions from fiction and non-fiction texts using evidence to support my answers and justify my opinions.  I can re-read a book more than once to build fluency, understanding and enjoyment.</p>	<p>Year 2  GDS</p>