

Pear Tree Infant School
End of Year Statements for Age Related Children

Subject - Reading

	Reception Communication and Language Literacy	Year 1	Year 2
Word reading	<ul style="list-style-type: none"> • I can use my phonic knowledge to decode regular words and read them aloud accurately. • I can read some common exception words by sight. 	<ul style="list-style-type: none"> • I can independently apply my phonic knowledge to decode regular words and read them aloud accurately. • I can read unfamiliar words accurately by blending when the GPCs have been previously taught. • I can speedily read common exception words by sight. • I can build on fluency when reading books using my developing phonic knowledge. • I can read words with -s, -es, -ing -ed -er -est endings. • I can read words with contractions. 	<ul style="list-style-type: none"> • I can read most words quickly and accurately without overt sounding out. • I can read further common exception words by sight. • I can read aloud books closely matched with my improving phonic knowledge; sounding out unfamiliar words accurately, automatically and without undue hesitation once again building on fluency and speed. • I can read confidently and have knowledge of strategies to support my independent reading. • I can read and add suffixes to words e.g. -ment -ness -full - less -ly.
Comprehension	<ul style="list-style-type: none"> • I can read and understand simple sentences. • I can demonstrate an understanding when talking with others about what I have listened to. • I can start to use the Reading Buddies. 	<ul style="list-style-type: none"> • I am beginning to develop a pleasure in reading, in turn creating a motivation to read. • I can participate in discussions about what I have read or what has been read to me. • I know familiar key stories, fairy stories and traditional tales. • I can recognise and join in with predictable phrases • I can recite poems and rhymes by heart. 	<ul style="list-style-type: none"> • I have a pleasure of reading and choose to read in my free time. • I can participate in discussions about books, poems and other works that are read to me and those I choose to read alone. • I can retell key stories, fairy stories and traditional tales. • I recognise the difference between non-fiction and fiction texts.

		<ul style="list-style-type: none"> • I can talk about and start to apply the Reading Buddies when reading for pleasure and during activities. • I can begin to make simple inferences. • I can begin to make connections between texts and texts, texts and my own experiences and texts and the wider world. • I can begin to summarise a text. • I know at least three different strategies to use when clarifying the meaning of unfamiliar words. • I can begin to ask and answer questions about a text. • I can begin to make simple predictions. • I can begin to bring a text to life. • I can discuss the significance of a title and/or events. 	<ul style="list-style-type: none"> • I can recite poems and rhymes with appropriate intonation to make the meaning clear. • I can ask and answer questions to gain a deeper understanding of the text. • I can explain and discuss my understanding of books, poems and other materials I have read using the Reading Buddies to support my discussion. • I can choose and use the Reading Buddies accurately and independently when reading alone and during activities. • I can discuss a sequence of events in a book. • I can make inferences. • I can make connections between texts and texts, texts and my own experiences and texts and the wider world. • I can summarise a text. • I know and can use different strategies to clarify the meaning of unfamiliar words. • I can make predictions. • I can bring a text to life.
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