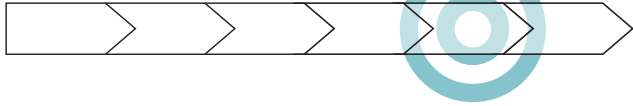
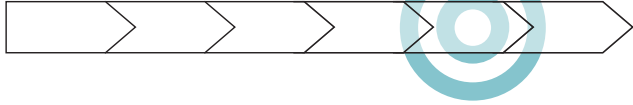


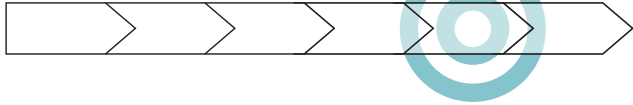
Word Reading



Comprehension



Spoken Language



Back blank
for sticking

Band 1 - English Reading

Word Reading, Comprehension, Spoken Language



Name _____

Class _____

Word Reading

I can use letter sounds to work out and read new words.

I can say a sound for more than 40 letters or groups of letters

I can say quickly the sound of all the letters and letter groups.

I can read new words correctly by blending the letter and letter group sounds I have been taught.

I can read many common exception words.

I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, and -est.

I can read many words quickly and accurately without needing to sound and blend words I have seen before

I can read words of more than one syllable using sounds that I have been taught.

I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.

I can read aloud books that use letters and letter groups I have been taught.

I can use the sounds I know to re-read books more fluently and with more confidence.



Comprehension

I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.

I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.

I can retell some of a story I know when being read to by an adult

I can join in with words when I can guess what is coming next.

I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.

I can enjoy and understand rhymes and poems, and can recite some by heart.

I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.

I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

I can usually spot if a word has been read wrongly by following the sense of the text.

I can talk about the title and events in books I have read or heard.

I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.

I can say what might happen next in a story.

I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.

I can explain clearly my understanding of texts which have been read to me.

I can answer questions in discussion with the teacher and make simple inferences

Spoken Language

I can listen to and talk about a wide range of poems, stories and non-fiction.

I can join in a talk about the title and what happens in a book.

I can recite some poems and rhymes by heart.

I can join in a discussion about what is read to me, taking turns and listening to what others say

I can explain clearly my understanding of what is read to me

I can say out loud what I am going to write about.

I can speak a sentence before writing it.

I can discuss what I have written with the teacher or other children

I can read aloud my writing clearly enough to be heard by the group and the teacher.

I can recognise and use words relating to dates, including days of the week, weeks, months and years

I can use words about the time (including telling the time using o'clock and half past).

I can use words for position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside

I can discuss and solve problems in familiar practical contexts, including using quantities.

I can ask simple questions in science and know that they can be answered in different ways