



Leaping Literacy

Word Reading

Decoding	<u>I can read aloud books that allow me to continue to apply my phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending e.g. at over 90 words per minute.</u>
	<u>I can accurately read words with 2 or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping.</u>
	<u>I can read the common exception words.</u>
	<u>I can read familiar words quickly, without needing to sound them out and can focus on all the letters in the word. e.g not reading place for palace.</u>
	<u>I can read words containing common suffixes e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y.</u>
	I can use a range of decoding strategies.
<u>I can check that the text I have read makes sense while reading and self-correct if it doesn't.</u>	

Comprehension

Range of reading	<u>*I can make choices and links about which texts to read, based on prior reading experience.</u>
	I can relate verbally and in written form what I read to my own experiences.
	I can re-read books to build up fluency and confidence.
Familiarity with texts	I can participate verbally and in written form about books, poems and other works that are read to me and those that I can read for myself.
	I can sequence, discuss and write about the main events in stories and recounts
Word Meaning	I can discuss and write about my favourite words and phrases.
	I can discuss, clarify and write about the meaning of words linking new meanings to known vocabulary.

Understanding	I can identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time.
	<u>I can demonstrate and write about my understanding of fiction, poetry and non-fiction texts by asking and answering questions and making simple inferences on what is being said and done</u>
	I can recognise and write about key themes and ideas within a text.
Inference	I understand and write about why a writer has written a text, for example, she wants you to know how to make a kite.
	I can identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.
	<u>*I can make and write inferences on the basis of what is said and done. e.g Hansel was clever when he put stones in his pocket because...</u>
Prediction	<u>*I can make and write about predictions based on reading what has been read so far.</u>
Poetry & Performance	I can continue to build up a repertoire of poems learnt by heart.
	I can use tone and intonation when reading aloud.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Highlight in pink		Highlight in orange		Highlight in green	