

**LEYS FARM JUNIOR SCHOOL
CHILDREN'S I CAN READING STATEMENTS**

	Stage 1 and 2	Stage 3	Stage 4	Stage 5	Stage 6
Phonics and Decoding	<p>I can apply phonic knowledge to decode unfamiliar words.</p> <p>I can blend the sounds in words that contain the graphemes taught at KS1.</p> <p>I can recognise alternative sounds for graphemes.</p> <p>I can accurately read most words of two or more syllables.</p> <p>I can read most words containing common suffixes.</p>	<p>I can use my phonic knowledge to decode quickly and accurately (supported with longer words).</p> <p>I can apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read these aloud.</p> <p>I can apply my growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read these aloud.</p>	<p>I can read most words fluently and attempt to decode any unfamiliar words.</p> <p>I can apply my knowledge of root words, prefixes and suffixes/word endings to read most words aloud fluently.</p>	<p>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. I can recognise their meaning through contextual cues.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>I can read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings.</p> <p>I can decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Fluency	<p>I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>I can read aloud increasingly complex texts (closely matched to my strong phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>I can read aloud increasingly complex texts, recognising many words automatically and without undue hesitation.</p> <p>I can read with increased awareness of phrasing and intonation based on sentence structure.</p>	<p>I can read aloud increasingly complex texts, recognising many words automatically and without undue hesitation.</p> <p>I can read with increased awareness of phrasing and intonation based on sentence structure, changing expression and pace as the text requires.</p>	<p>I can read aloud increasingly complex texts, recognising many words automatically and without undue hesitation.</p> <p>I can read with increased awareness of phrasing and intonation based on sentence structure, varying my pace.</p> <p>I can bring characters to life with expression and intonation, based upon their comprehension of personality traits made evident by authors.</p>
Comprehension	<p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. I can discuss my favourite words and phrases.</p> <p>I can make inferences on the basis of what is being said and done. I can predict what might happen based on what has been read so far in a text.</p>	<p>I can explain the meaning of words in context. I can discuss authors' choice of words and phrases for effect.</p> <p>I can ask and answer questions appropriately, including some simple inference questions.</p> <p>I can verbally justify predictions, inferences and</p>	<p>I can discuss vocabulary used to capture readers' interest and imagination. I have developed my morphological awareness and use context clues as strategies for new vocabulary.</p> <p>I can draw inferences and support with evidence from the text.</p> <p>I can justify predictions and explanations from details stated and implied.</p>	<p>I can discuss vocabulary used by the author to create effect including figurative language.</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>I can draw inferences and make predictions based on details stated and implied,</p>	<p>I can analyse and evaluate the use of language, including figurative language and how it is used for effect, including: metaphors, similes, analogies and imagery.</p> <p>I can draw more complex inferences and predictions based on details stated and implied, justifying them in full detail with evidence from the text.</p> <p>I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). I can discuss how characters change and</p>

		explanations using evidence from the text.		justifying them in detail with evidence from the text.	develop through texts by drawing inferences based on indirect clues.
Breadth of Reading	<p>I can recognise that nonfiction books are often structured in different ways.</p> <p>I can perform poems learned by heart.</p>	<p>I can retrieve and record information from non-fiction texts.</p> <p>I can prepare and perform poems and playscripts with an awareness of engaging my audience.</p>	<p>I can retrieve and record information from non-fiction texts with differing layouts.</p> <p>I can recognise some different forms of poetry.</p> <p>I can prepare and perform playscripts with appropriate performing techniques.</p>	<p>I have read and can recognise a wide range of text types.</p> <p>I continually show an awareness of audience when performing plays and poems.</p>	<p>I can retrieve, record and present information from non-fiction texts. I am self-motivated when using non-fiction materials for purposeful information retrieval.</p> <p>I can confidently perform texts using a wide range of devices to engage the audience and for effect.</p>