

Date and genre of work:								Summary
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**Working towards the expected standard**

<b>The pupil can:</b>								
• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes								
• read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)								
• read many common exception words								
• In a book closely matched to the GPCs as above, the pupil can	• read aloud many words quickly and accurately without overt sounding and blending							
	• sound out many unfamiliar words accurately							
• In discussion with the teacher, the pupil can: answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.								

**Working at the expected standard**

<b>The pupil can:</b>								
• read accurately most words of two or more syllables								
• read most words containing common suffixes								
• read most common exception words, noting usual correspondences between spelling and sound where these occur in the word.								
• In age-appropriate books, the pupil can:	• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words							
	• sound out most unfamiliar words accurately, without undue hesitation							
• In a familiar book that they can already read accurately and fluently, the pupil can	• check it makes sense to them, correcting any inaccurate reading							
	• answer questions and make some inferences							
	• explain what has happened so far in what they have read							

**Working at greater depth**

<b>The pupil can, in a book they are reading independently:</b>								
• make inferences								
• make a plausible prediction about what might happen on the basis of what has been read so far								
• make links between the book they are reading and other books they have read.								