

PHASE 1: Role Play Reading

Name: _____ Date: _____

Look what I can do	not yet	some-times	always
• Hold the book the right way up.			
• Turn the pages by myself.			
• Talk about the pictures.			
• Point to the words.			
• Read my name.			
• Point to the first letter of my name in other words.			
• Know the meaning of some signs I see in the streets, shops and classroom.			
• Choose a favourite book.			
• Talk about and tell favourite stories.			
• Join in with songs and rhymes.			
• Know when someone has left out a bit of a favourite story. Know which page a favourite bit comes from.			
• Tell stories to myself or teddy, saying things like 'once upon a time' or 'happily ever after'.			
• Look at a book and tell a story to myself, using the pictures to help me.			
• Talk about people, animals or things in books which are like family, pets or things I know.			
I like: • Having stories read to me.			
• Telling stories to myself, other people or pets.			
• 'Reading' books.			
• Joining in telling the stories as they are read to me.			
• Hearing stories again and again.			

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PHASE 2: Experimental Reading

Name: _____ Date: _____

Look What I can do	not yet	some-times	always
• Point to some words and say what they mean.			
• Understand that a story in a book is always told in the same words.			
• Point to some letters, especially those in my name.			
• Tell people what some signs and notices say.			
• Use words like book, chapter, word, letter, number.			
• Understand that I have to speak slowly if someone is writing down what I say.			
• Tell people what a story is about.			
• Retell a story and remember to say who it is about and what happened.			
• Say or sing most of the alphabet.			
• Tell the sound that some letters stand for.			
• Point to words as they are read (when I want to!)			
• Talk about how the people and animals in books are like or not like the people and animals I know.			
• Find a word which fits a gap in a story.			
• Sometimes I know what a word is by looking at the first letter.			
• Ask if I don't understand something.			
• Make good guesses.			
I like: • Reading.			
• Listening to stories.			
• Joining in and acting out stories.			
• Choosing books.			

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PHASE 3: Early Reading

Name: _____ Date: _____

Look what I can do	not yet	some-times	always
• Read some words in books and find the same words in other places too.			
• Think of sensible words to fill gaps in a story.			
• Read the stories or sentences that I have written or dictated.			
• Tell what a story was about after it has been read and remember special bits about the people and what they did.			
• Sound out words that I don't know.			
• Go back and read a bit again if I forget what it's about.			
• Use pictures to help me read.			
• Guess what a word might be about.			
• Guess what a word might be if I'm not sure.			
• Point to words as I read them if I am reading something hard.			
• Use words I can see around me or words I know I have read before to help me learn.			
• Tell if words sound the same, like 'zoo' and 'you'; or look the same like 'door' and 'floor' and 'hood'.			
I like:			
• Having-a-go at reading new words.			
• Listening to stories.			
• Talking about stories.			
• Choosing books.			
• Reading for fun.			
• Reading to find things out.			

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PHASE 4: Transitional Reading

Name: _____ Date: _____

Look what I can do	not yet	some-times	always
• Think of things I already know about a topic when I'm reading a book.			
• Tell other people what a book was about, whether it was a story or a book of information.			
• Give people more detailed information about a book if they ask for it.			
• Tell people what I think about a book and whether I agree or disagree with what it says.			
• Tell people why I think the way I do about a book.			
• Guess what is going to happen in a book and say why.			
• Tell when I've made a mistake and put it right.			
• Have-a-go at reading words I don't know.			
• Talk about how a story or an information book is put together.			
• Sound words out.			
• Read some words which I can't sound out, because I know how the letters go together (like: the, sh, ...tion, ...ough, ...ight).			
• Break a word down into syllables.			
• Guess a word because I know another one like it, e.g. circle, circuit, circumference, or sign, signal, signature.			
• Understand why capital letters, full stops, commas, exclamation marks and speech marks are used.			
• Use my voice to show the meaning when I read aloud.			
• Tell when an author is trying to make me think about something his or her way.			

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PHASE 4: Transitional Reading (continued)

Name: _____ Date: _____

Look what I can do	not yet	some-times	always
I like: • Reading for my own pleasure.			
• Reading to find things out.			
• Having-a-go at books which are interesting but a bit hard.			
• Talking about books and the way they make me feel.			
• Particular books and authors.			
• Comparing one book with another.			
• Thinking about whether a book is like real life or whether it's just the way the author sees it.			

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PHASE 5: Independent Reading

Name: _____ Date: _____

Look what I can do	not yet	some-times	always
• Feel as if I've experienced things when I've really only read about them.			
• Work out a new idea or piece of information from a book.			
• Understand that different people will read things differently and try to see their points of view.			
• Tell when an author is trying to brainwash me.			
• Find the main idea and key information in a book.			
• Point to ways authors have used language to show that something is important, funny or sad, etc.			
• Describe how different texts are written in different ways, e.g. a report, a mystery story.			
• Make a good guess about the meaning of an unknown word by making sense of what is being said.			
• Use my imagination to create more meaning for myself.			
• Use my knowledge about how different texts are constructed to help me understand them, e.g. by looking at the opening sentence, the section headings and the conclusion.			
• Predict what might happen next.			
• Suggest why things might happen.			
• Summarise a text.			
• Draw conclusions.			
• Make inferences.			
• Describe how the purpose of a book dictates the way it is written.			
• Use my knowledge of the subject, the context, the sounds letters represent, word derivations, and the way a sentence is written, to help me.			

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PHASE 5: Independent Reading (continued)

Name: _____ Date: _____

Look what I can do	not yet	some- times	always
<ul style="list-style-type: none"> Understand that I read different texts in different ways. For instance, I read a difficult text slowly and may point to the words; I skim a text to find key words. 			
<ul style="list-style-type: none"> Read-on and read-back to make sense of a passage I don't understand. 			
<ul style="list-style-type: none"> Know when I am unable to understand something and ask for help. 			
<ul style="list-style-type: none"> Visualise events and characters. 			
I like: <ul style="list-style-type: none"> Reading books by my favourite authors and trying others as well. 			
<ul style="list-style-type: none"> Recommending books I've enjoyed to my friends. 			
<ul style="list-style-type: none"> Telling why I did or didn't enjoy a book. 			
<ul style="list-style-type: none"> Being left in peace when I read. 			
<ul style="list-style-type: none"> Researching information. 			
<ul style="list-style-type: none"> Finding out about things and experiences which I'm not sure about. 			
<ul style="list-style-type: none"> Pretending I'm part of a story or one of the characters. 			