

Turquoise Reading Level

I can read taught HFWs accurately.	
I regularly use a range of strategies to decode unfamiliar words e.g. segmenting, blending, missing a word out, context, hiding words, chunking.	
I can read polysyllabic words accurately.	
I can recognise common alternative graphemes including trigraphs.	
I use a greater range of punctuation and text layout to read with expression and control (including fiction and non-fiction texts) e.g. ! ? ,	
I am beginning to predict some of the content using title, blurbs, looking through new books, deciding the type of text etc.	
I am learning to read with accuracy, fluency and some expression.	
I am aware that texts have different purposes.	
I can note key structural features of different text types.	
I can gain additional understanding from details contained in diagrams, illustrations etc.	
I make reasonable predictions showing an understanding of ideas, events and characters.	
I am aware of the need to establish meaning in own reading, independent inference.	
I can locate specific information in texts, including information about characters.	
I can identify the main character or the subject of a non-fiction text.	
I can discuss information, characters and reasons for events in the text.	
I can offer opinions on the effectiveness of the book.	
I can read simple directions or instructions and act on the information.	
I can comment spontaneously on links between own life and events, characters, ideas and information books.	
I can sustain reading through longer sentences and paragraphs.	
I can spontaneously express simple likes and dislikes.	
I am learning to make simple comments about what a text reveals about the social, historical and cultural settings in the book.	
I use recurring language when joining in with poetry and join in reciting simple rhymes with others.	
I am able to name some of the features of a fiction and non-fiction book e.g. title, opening, build up, subheadings.	
I am able to recognise that texts are set in different times and places.	
I notice when authors have used words or phrases for effect.	

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