

### Dark pink Readers



Children reading at this level will show an interest in the activity of reading and will be able to talk about pictures in a story. They will comment on characters in the story and begin to discuss how they might be feeling. They will begin to sequence events in the story from the pictures. Phonetically, children will recognise the letters in their own name and some other letters of the alphabet by shape, name or sound and will be able to identify initial sounds in familiar words.

### Pink 1 Readers



Children reading at this level will begin to understand simple story conventions such as the title, characters, beginning and end, and will show an awareness of events in stories and rhymes with which they are familiar. Children will be able to ask and answer simple questions about a story they have heard. They will begin to blend cvc words containing the letters: s,a,t,p,i,n, e.g. *sit, pin, tin*. They may need support tracking the text using their finger. They will begin to recognise or read some phase 2 tricky words (see list)

### Pink 2 Readers



Children reading at this level will be able to understand simple story conventions such as the title, characters, beginning and end in stories. They will make predictions about what they think might happen next based on the pictures in the story. Phonetically, children will recognise each letter of the alphabet by shape, name or sound. They will be able to blend sounds to read simple CVC words, such as 'hen', 'duck' or 'pit', and will read many of the phase 2 tricky words by sight (see list).

### Red 1



Children reading at this level will have a good understanding that words, symbols and pictures convey meaning. They will read repetitive phrases in well-known stories and be able to recognise and indicate the main character or event in a familiar text. Children will link events in stories to their own experiences. Children will have a good understanding of rhyme and will identify odd words out in a rhyming string. Phonetically, children will begin to read words containing phase 3 single sounds and consonant digraphs, e.g. sh, ch, th, ng, (these are two letters which make one sound). They will begin to spot some of the phase 3 tricky words. (see list).

## Red 2



Children reading at this level will be able to answer simple questions about what they have read. They will make links to their own experiences and begin to discuss their favourite stories. They will continue to spot rhyming words and generate other words which might rhyme. Phonetically they will be able to split words into individual sounds and spot phase 3 digraphs (see list). They will begin to learn trigraphs (these are 3 letters which make one sound, e.g. air). They will be able to read most of the phase 3 digraphs by sight.

## Yellow Readers



Children reading at this level will be able to read longer words containing 4 or more sounds, including a range of digraphs and trigraphs. e.g. shrimp, jumping. They will also be able to read some of the year one common exception words. They will read words with simple plural suffixes. e.g. cats. They will begin to read some phase 4 tricky words (see list). The children will have some awareness of how full stops are used. The children will begin to understand that they can use pictures to help decode difficult words. They will talk about characters and their favourite parts of stories they know, and will offer some ideas for what could happen next in an unfamiliar story. Based on the stories they have heard, children will begin to predict what will happen to 'good' characters and 'bad' characters in familiar and traditional stories.

## Blue Readers



Children reading at this level will be able to read longer words containing 4 or more sounds, including a range of digraphs. They will read all of the phase 3 and 4 tricky words by sight (see list). They will read words with contractions (e.g. I'm, I'll, we'll) and understand the apostrophe represents the omitted letters). They can read words with suffixes (e.g. s,es,ed,er,est). They will begin to recognise alternative spellings for taught digraphs. e.g. *ay* makes the same sound as *ai*. They will be able to pause at full stops but may need some prompting. They will recall most parts of a familiar text and understand the pattern of events in familiar and traditional stories. They will make simple predictions and be able to pick out the theme of simple texts. Children will notice things and ask questions about books they read, and will begin to make simple inferences, such as who is speaking in the story or how a character is feeling. They will be able to tell you something about characters and events using pictures and information from text. Children will express what they think about a text and begin to give a reason, which may be mainly linked to their own experiences.

## Green Readers



Children reading at this level will be able to read longer words containing 4 or more sounds, including majority of the phase 5 graphemes. They will read the phase 5 tricky words (see list) and most of the year one common exception word. Children will read with expression when there is an ! or ?. They will begin to self- correct and check meaning with some prompts. Children will be able to re- read books to build fluency and confidence. They will recall the main parts of a familiar text and understand the pattern of events in familiar and traditional stories. They will be able to answer questions about a text and be able to recite a short rhyme from a poem or story. They will be able to comment on the significance of the title of the book and begin to name some of the features of a fiction and non-fiction book (e.g. blurb, contents page).

## Orange readers



Children reading at this level will be developing in fluency and will quickly segment and blend phonically decodable words within longer sentences containing digraphs from phase 3 and 5. They will be able to read words containing 2 or more syllables and read words with different suffixes (e.g. ed, ing, ful). They will begin to recognise digraphs can have alternative pronunciations, e.g. cow/low. Children will begin to self-correct and check meaning. They will be able to read with expression when they see a ! or ?. Children at this level will be able to read some of the year 2 common exception words. In comprehending texts, children will make predictions about a book showing an understanding of ideas, events and character. They will comment on the illustrations in a book and discuss possible changes. With support they will be able to give plausible reasons why an author might have chosen a particular word (e.g. because it rhymes, or is a describing word). Children will be able to name some of the features of a fiction and non-fiction book, e.g. title, contents, glossary, blurb and they will be able to use a contents page to find information. They will begin to recognise that texts can be set in different times and places.

## Turquoise readers



Children reading at this level will be able to read most of the common exception words. They will be able to read words with a range of suffixes (such as ness, ment, ly, ful). They will recognise words with alternative pronunciations (e.g. break, head, tea). They will be able to read with increased accuracy by blending the sounds in words that contain sounds they have previously learnt. They will begin to take note of other punctuation including commas and speech marks and read with some expression. If they are not sure what a word says they will use the strategy to read ahead to work out what the word could be, They will be able to read at least 2 pages independently. In comprehending texts, children will be able to recall some specific information about texts including main events, characters and main points. They will begin to locate information to support their comments. They will be able to sequence parts of a fiction or non-fiction book and recite parts of a poem. They will be able to show where writers have used effective words and understand the purpose of a text at a basic level (e.g. a recipe shows us to how to make cakes). They will recognise books can be set in different time periods.

## Purple/ Gold Readers



Children reading at this level will be able to read all the year two common exception words. They will use a range of strategies to read unfamiliar words. (e.g. blending, chunking context clues, reading ahead). They will be able to recognise a range of punctuation and use this to help with expression when reading. They will be able to read at least 3 pages independently without having to sound out words which have previously been encountered. They will be able to recall specific information about a text and know where to find information in a fiction or non-fiction book. They will be able to recite parts of a poem. They will be able to make plausible inferences about information begin to understand why some features are used (e.g. bullet points to state the key parts). They will show you where writers have used effective words and explain why they may have been chosen. They will be able to make comparisons between books they have read. They will be aware that books can be set in different cultures.

## White Readers



Children reading at this level will be able to use a range of strategies to decode unfamiliar words. They will read words mostly quickly and accurately and when they do need support with a word, will be able to read it automatically when returning to that page. They can read more complex words containing 3 syllables with a range of suffixes (ment, ness, ous). They can begin to see how a prefix changes the meaning of a word (e.g. unkind). In comprehending texts they can recall most of the main points in fiction and non-fiction books and locate information to support their comments. They can sequence parts of fiction and non-fiction books and discuss how parts are linked. They will be able to recite a short poem using intonation. They will be able to have an awareness of the types of punctuation they might see in books and be able to comment on the writer's purpose. They will begin to see similarities in the books written by the same author.

## Lime/Brown Readers



Children reading at this level will use a range of strategies to decode unfamiliar words effectively. They will read words with a range of prefixes and suffixes and identify how this can change the meaning of words. They will be able to read a range of texts including poetry, fiction and non-fiction with an expressive reading voice. Children will be able to paraphrase what they have read to support comments they make about the text. Their knowledge of language features will extend to using correct technical terms such as *adjective* to comment on writers' use of language, but they may still rely on some prompting to do this. They will be able to comment on writers' purposes at a basic level. Children will understand and talk about the use of paragraphs in texts. They will give a personal response to the books, characters, themes and see similarities in the books written by the same author. Children will also begin to make deeper comments regarding where and when a book is set, drawing on their understanding of cultures, places and history.

## Free Readers



Children at this stage will independently apply a wide range of decoding strategies to read different texts fluently and accurately. They will begin to use skim reading to get an overview of texts. When reading aloud, they will begin to show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest. They will be able to read words with a range of prefixes and suffixes and begin to make links between words. Children will recall all of the main points of the text accurately and their comments will show advanced understanding and that they are becoming proficient at inferring word meaning. They will independently make comments about connections between texts, based on plot, characters, themes and authors. They will make simple comments about what a text reveals about social, cultural and historical backgrounds, e.g. if reading a book about Victorians, they may note key differences between how people lived. Children will become aware that a writer has a point of view, and they will frequently comment on writers' use of language using technical terms independently.