



# Lilac

Name:

- I can turn the pages carefully.
- I can talk about the pictures on each page.
- I can say a rhyming word.
- At the end of the book I can tell you what has happened.

Now I can move on to pink books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



# Pink

Name:

- I can talk about the pictures on each page.
- I can count the words on each page.
- I can remember words that I have read before.
- I can recognise some letters and know the sounds that they make.
- I can blend some cvc words (e.g. cat, sun, fox).
- At the end of a book I can tell you what has happened.

Now I can move on to red books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



# Red

Name:

- I can remember words that I have read before.
- I know all the sounds of the letters in the alphabet.
- I know what sound some two letter graphemes make (e.g. ay, ee, ow, ar)
- I can recognise and read some high frequency words (e.g. the, to, no, go, see)
- If I am stuck I can use the picture to help me.
- If I am stuck I can say the first sound out loud.
- At the end of a book I can tell you what has happened.

Now I can move on to yellow books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



# Yellow

Name:

- I can remember words that I have read before.
- If I am stuck I can say the first sound out loud.
- I can recognise some cvc words (e.g. had, did, cat)
- I can recognise some ccvc (e.g. shop) and cvcc (e.g. back) words.
- I know the names of the letters in the alphabet.
- At the end of the book I can tell you what has happened.

Now I can move on to light blue books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



# Light Blue

Name:

- I can remember words that I have read before.
- I can use letter sounds to work out and read new words.
- I know what sound some two letter graphemes (e.g. ay, ee, ow, ar) and three letter graphemes (e.g. air, ear, ire) make.
- If I'm stuck I can blend two sounds together and say them out loud.
- At the end of a book I can tell you what has happened.
- I can say what might happen next in a story.
- I can talk about the title and events in books I have read.

Now I can move on to green books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



Name:

# Green

- I can remember words I've read before.
- I can read words made up of known letter sounds and which have endings -s, -es, -ed, -est, -ing and -tion.
- I can re-read books more fluently and with more confidence.
- I can discuss how characters might feel in a story because of what they say or do.
- I can read some common exception words and see where the letter sounds are different.
- If I'm stuck I can miss out the word and go back to it.
- If I'm stuck I can use the other words in the sentence to help me.

Now I can move on to orange books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



Name:

# Orange

- I can remember words I've read before.
- If I'm stuck I can use the story to help me.
- I can read words of more than one syllable using taught sounds.
- I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.
- I can explain the meaning of words I know and can talk about the meaning of new words.
- I can ask and answer questions about the book I am reading.
- I can usually spot if a word has been read wrongly and correct myself.

Now I can move on to purple books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



Name:

# Purple

- I can remember the words I have read before.
- If I'm stuck I can use the other words in the sentences and the story to help me.
- If I'm stuck I can miss out the word and go back to it.
- I can tell when I have made a mistake in my reading and I can correct myself.
- I can tell you what might happen next.
- I can answer questions about the story.
- I can tell you what the characters might be thinking.
- I can explain the meaning of words I know and can talk about the meaning of new words.

Now I can move on to gold books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



# Gold

Name:

- I can have a go at all the words I don't know on my own.
- I can use the punctuation to help me have the correct intonation and expression.
- I can describe the story in lots of detail.
- I can tell you why I think the characters are doing things and how they might be feeling.
- I can predict what might happen based on what has happened so far.
- I can answer questions about what I have read using the text to help me.
- I can express an opinion about the story.

Now I can move to lime green books



## Promises

I will bring my books to school every day.

I will look after my book.

**Dare to DREAM**



Name:

# Lime Green

- I can take part in group discussions, taking turns and listening to what others have to say.
- I can have a go at all the words I don't know on my own without needing to blend or sound out.
- I can use the punctuation to help me have the correct intonation and expression.
- I can find information in the text to help answer questions.
- I can tell you why the author has used the words s/he has.
- I can discuss my favourite words and phrases.
- I can tell you about another book like the one I'm reading.
- I can tell you about another book by the same author.

## Deeper Learning

- I can independently engage with a text for at least 20 minutes.
- I can find and copy words that are close in meaning to a word chosen by an adult.
- I can find synonyms to develop my vocabulary.
- I can read aloud to a group, using the punctuation to help me have the right intonation and expression.
- I can complete a book review.



**Dare to DREAM**



Name:

# Brown 3:1

- I can retell a story in lots of detail
- I can use my knowledge of root words, prefixes (e.g. dis-, mis-, il-, im-, ir-) and suffixes (e.g. -ly) to help me read aloud and understand the meaning of new words
- I can show that I understand what I read by taking part in a discussion about:
  - stories
  - plays
  - poems
  - non-fiction texts.
- I can show that I enjoy reading by choosing a range of different types of story e.g. fairy tales, myths and legends.
- I can tell you what the book I am reading is about.
- I can tell you about the words in the book that excite me.
- I can predict what might happen next based on the clues in the text.
- I can ask interesting questions about what I am reading.
- I can use non-fiction texts to find out information on a subject.
- I can work out how a character is feeling by the actions they take and I can explain how I know this.



**Dare to DREAM**



Name:

# Grey 1 3:2

- I can say how a text is organised to help the reader (such as paragraphs, headings, sub-headings, inverted commas for speech).
- I can explain why the author has chosen a specific word.
- I can tell you the main idea of a particular paragraph.
- I can read aloud poems and play scripts.
- I can read further exception words, including words that do not follow patterns.

## Deeper Learning

- I can independently engage with a text for at least 20 minutes.
- I can find and copy words that are close in meaning to a word chosen by an adult.
- I can find synonyms and antonyms to develop my vocabulary.
- I can read aloud to a group, using the punctuation to help me have the right intonation and expression.
- I can complete a detailed book review.



**Dare to DREAM**



Name:

# Grey 2 4:1

- I can read aloud clearly, responding to more sophisticated punctuation to help me have the correct intonation and expression.
- I can begin to recognise and understand prefixes and suffixes.
- I can decode and understand further exception words.
- I can show that I understand what I read by taking part in a discussion about:
  - stories
  - plays
  - poems
  - non-fiction texts
  - reference books/text books.
- I can discuss the words and phrases that excite me.
- I can ask questions about the text I am reading.
- I can describe how a character feels, what they are thinking and why they take an action. I use the text to prove this.
- I can predict what will happen next using details I have already read to help me.
- I can summarise what I have read using themes from the paragraphs.
- I can explain how the use of words in a text, how it is set out and how its presentation add to its meaning.



**Dare to DREAM**



Name:

# Dark Blue 1 4:2

- I can show that I enjoy reading by reading lots of different types of books and for different reasons.
- I can use a dictionary to check the meaning of words.
- I can read and retell a wide range of books, fairy stories, myths and legends.
- I can discuss different types of poetry (e.g. free verse and narrative poetry).
- I can check that I understand what I have read by telling someone else what has happened.
- I can find and record information from non-fiction texts over a wide range of subjects.

## Deeper Learning

- I can independently engage with a text for up to 30 minutes.
- I can find and copy words that are close in meaning to a word chosen by another person.
- I can find synonyms and antonyms to develop my vocabulary.
- I can read aloud to a group, using the punctuation to help me have the right intonation and expression.
- I can complete a detailed book review.



**Dare to DREAM**



Name:

# Dark Blue 2 5:1

- I can read aloud clearly, responding to more sophisticated punctuation to help me have the correct intonation and expression.
- I understand what I have read by checking that the text makes sense and finding the meaning of new words.
- I can read aloud and understand the meaning of at least half of the words on the Year 5/6 word list.
- I can show that I understand what I read by taking part in a discussion about:
  - stories
  - plays
  - poems
  - non-fiction texts
  - reference books/text books.
- I can read and retell a wide range of stories, including modern fiction, fiction from the past and books from other cultures and traditions.
- I can ask sensible and interesting questions about the text to help my understanding of it.
- I can explain characters' feelings, thoughts and reasons for their actions, using evidence from the text.
- I can predict what might happen next by using evidence from the text.
- I can talk about why authors use language, including figurative language, and the impact it has on the reader.



**Dare to DREAM**



Name:

# Dark Red 1 5:2

- I can read and retell a wide range of stories, including myths, legends and traditional stories.
- I can discuss and compare the events, issues and characters within a book.
- I can prepare poems and plays to read aloud and perform. I can change my voice to make my performance more interesting to listen to and make the meaning clear.
- I can tell the difference between statements of fact and opinion.
- I can find and write down facts and information from non-fiction texts.
- I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

## Deeper Learning

- I can independently engage with a text for up to 30 minutes.
- I can find and copy words that are close in meaning to a word chosen by another person.
- I can find synonyms and antonyms to develop my vocabulary.
- I can read aloud to a group, using the punctuation to help me have the right intonation and expression.
- I can write or give a detailed book review including reasons why I would or would not recommend the book.



**Dare to DREAM**



Name:

# Dark Red 2 6:1

- I can read aloud clearly, responding to more sophisticated punctuation to help me have the correct intonation and expression.
- I can read aloud and understand the meaning of all the words on the Year 5/6 word list.
- I can read, enjoy, understand and discuss books that are written by different authors and in different styles.
- I can read books that are structured in different ways for different purposes (e.g. for fun or research).
- I can read, enjoy and understand a wide range of books, including texts from our literary heritage and books from other cultures or traditions.
- I can discuss and compare ideas, events, structures, issues, characters and plots of texts across a wide range of reading.
- I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.
- I can talk about how authors use language, including figurative language, and the impact it has on the reader.
- I can fully explain my views with reasons and evidence from the text.



**Dare to DREAM**



Name: \_\_\_\_\_

# Dark Red 3 6:2

- I can continue to read aloud clearly, responding to more sophisticated punctuation to help me have the correct intonation and expression.
- I can read, understand and learn from a wide range of poetry and can learn longer poems by heart.
- I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.
- I understand how language, structure and presentation contribute to the meaning of a text.
- I can show my understanding of texts and poems in presentations and debates and can present information using notes created to help maintain focus.

## Deeper Learning

- I can independently engage with a text for at least 30 minutes.
- I can find (and copy) words that are close in meaning to a word chosen by another person.
- I can find synonyms and antonyms to develop my vocabulary.
- I can read aloud to a group, using the punctuation to help me have the right intonation and expression.
- I can write or give a detailed book review including reasons why I would or would not recommend the book.



**Dare to DREAM**