














# Reading



<b>Word Reading</b>		<b>Locate, retrieve and elaborate on information</b>	
I can follow print with my eyes and use my finger to point when I need to segment a word.		I can answer questions about the main points of a simple text to show my understanding of what I have read.	
I can use punctuation to support my reading for meaning.		<b>Use inference and deduction to make interpretations</b>	
I can clarify precise meaning of texts by re-reading with improved phrasing.		I can discuss the characters and plots in the stories I have read.	
I can read familiar texts with fluency and confidence.		<b>Understand structure, organisation and presentation</b>	
I can use my phonic knowledge and skills to decode words.		I am beginning to recognise some differences between fiction and non-fiction texts.	
I can blend and read simple words containing adjacent consonants (e.g. stop, best)		I am beginning to notice some of the features of non-fiction texts (e.g. non-fiction texts can be written in different ways).	
I can identify constituent parts of simple two-syllable words (e.g. into, outside)		<b>Compare, contrast and evaluate texts</b>	
I can begin to use analogy to read unknown words (e.g. look, took)		I can spot relationships between one text and others (e.g. common themes).	
I can read simple sentences and use picture cues to help my understanding of the text.	