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| DMs | | Where are they now? | | | | BB | | Name | | Comments / next steps | | | Adult | | Read at home |
| ELG+    Year 1 | | Children are reading independently and with a good flow. They are reading more sight words and rely less on sounding HFW words out. They recognise 20+ common irregular words. Are able to talk about story in detail, including character feelings.  Developing expression when reading.  Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. | | | |  | |  | |  | | |  | |  |
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| ELG+    (Blue BB onwards) | | Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read. | | | | Green | |  | |  | | |  | |  |
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| Blue | |  | |  | | |  | |  |
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| 40-60 S+ | | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  Will need support with digraphs/ trigraphs and split digraphs. | | | | Yellow | |  | |  | | |  | |  |
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| 40-60 S | | Can segment the sounds in simple words and blend them independently.  Has phoneme grapheme correspondence (GPC linking sounds to letters Phase 2/3). Is beginning to recognise some digraphs that they have been taught.  Begins to read simple sentences. Understands and talks about what they have read (may use the pictures to add more detail).  Recognises 10+ irregular HFW. | | | | Red | |  | |  | | |  | |  |
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| 40-60 W+ | | Can segment and blend CVC words independently, sometimes needs support to blend longer words (phase 2). Can link most sounds to letters. Recognises some irregular HFWs but may need support. Shows some understanding of what they have read. Begins to read short captions independently and recognises what a sentence is. | | | |  | |  | |  | | |  | |  |
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| 40-60 W | | Beginning to segment and blend some cvc words with some support.  Is linking more single sounds to letters.  Starting to recognise some irregular HFWs. Recognises 10-15 sounds/letters. | | | |  | |  | |  | | |  | |  |
| 40-60 B+ | | Using phonic knowledge to begin to read words with support to blend.  Recognises some sounds (linking to letters) when reading.  Can match initial sounds to the letters that they have been taught.  Is working on hearing all of the sounds when segmenting words / blending. | | | | Pink | |  | |  | | |  | |  |
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| 40-60  B | | Linking some letters to sounds.  Beginning to segment/blend cvc words orally. | | | | Lilac | |  | |  | | |  | |  |
| 30-50  S | | Hears initial sounds in words and is working on oral blending. Is aware of rhyme and alliteration when hearing stories. When looking through picture books, can use the pictures to talk about story settings, events and the characters / people in the book. Can recognise own name and some familiar logos.  Joins in with stories that have repeated refrains or phrases etc. | | | |  | |  | |  | | |  | |  |
| 30-50  b - w | | Shows an interest in looking at books.  Beginning to join in during story/rhyme/singing time. Listening and attention during story time/ small group time is developing.  Can turn pages correctly when looking through books independently. May need support to talk about pictures in a story book – will recall in simple detail what they think may be happening. Will talk about their favourite character from a story they will have heard.  Will need help to recognise their own name. | | | |  | |  | |  | | |  | |  |
| 22-36 mths | | Can say who their favourite character in a book may be.  May be able to repeat some simple words from stories/rhymes they have heard. Will need support to look through picture books, helping to pick apart details in the pictures and to extend their emerging vocabulary. | | | |  | |  | |  | | |  | |  |