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| **Word reading** | Has moved beyond overt blending to read words. Has a good orthographic store of words they know. Decodes unknown words with some effort. | Automatically reads words from their orthographic store and decodes unknown words quickly. | Reads sentences with automaticity but groupings are unrelated to context of sentence. | Reads with good phrasing, preserving the syntax. |
| **Word meaning/ context** | Reads over new words, not pausing to consider their meaning. | Searches for context clues to understand the meaning of new words. Recognises what pronouns are referring back to. | Can understand the meaning of known words when they are encountered in novel contexts. | Can apply knowledge of root words, word families and how prefixes/suffixes meaning to understand known words in different contexts. |
| **Punctuation for meaning** | Does not notice punctuation marks when reading. | Mostly pauses for end punctuation marks. Is aware of other punctuation but does not use it when reading. | Pauses appropriately for all punctuation but does not yet use it to cue expression. | Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection. |
| **Expression, flow and pace** | Reads with uneven pace. Unable to stress particular words or phrases to show meaning. | Understands why expression, flow and pace might change to show meaning and can read in this way when it is modelled to them. | Chooses to vary expression, flow and pace to show meaning in places but this is not sustained in longer reads. | Has created a mental model of the text and uses this to inform their choices of expression, flow and pace whilst they read longer texts. Can explain the impact of their choice on the audience.  |