Apply phonic knowledge and skills as the route to decode words.
   I can use letter sounds to work out and read new words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
   I can say quickly the sound of all the letters and letter groups.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
   I can read new words correctly by blending the letter and letter group sounds I have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
   I can read some common exception words and see where the letter sounds are different.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
   I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, -er and -est.

Read other words of more than one syllable that contain taught GPCs.
   I can read words of more than one syllable using sounds that I have been taught.

Read words with contractions e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s).
   I can read words like I’m, I’ll and we’ll and understand that the apostrophe represents the missing letter or letters.

Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.
   I can read aloud books that use letters and letter groups I have been taught.

Re-read phonically decodable books to build up fluency and confidence in word reading.
   I can use the sounds I know to re-read books more fluently and with more confidence.