



Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Matching written words to spoken words while decoding (one-to-one matching), pointing to words if necessary										
Reading from left to right and using a return sweep for the next line of text										
Identifying capital letters, full stops, and exclamation marks to explain where sentences begin and end										
Identifying speech marks showing what is said by a character within a story										
Decoding words with adjacent consonants, consonant digraphs, and some long-vowel patterns in connected text, using their phonics knowledge										
Decoding words with the suffixes -ed and -ing, using their phonics and morpheme knowledge										
Breaking words into syllables										
Decoding two-syllable words with a closed-syllable pattern (e.g. 'rapid' and 'picnic'), using their phonics knowledge										
Decoding and reading the most common high-frequency words in decodable texts at their year level										
Self-correcting their decoding attempts using grapheme-phoneme knowledge										
Reading words with learnt grapheme-phoneme correspondences accurately and automatically										
Reading decodable sentences and Year 1 level text, with phrasing and growing automaticity										

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Student names Practice Statements below →										
Discriminating between short- and long-vowel phonemes										
Orally blending up to six phonemes to make words										
Pronouncing the most frequent phoneme(s) for all consonant digraphs and some long-vowel graphemes										