

Reading Steps 1-3			
Statements	1	2	3
Enjoy looking at familiar books and other printed material with familiar people			
Start to understand contextual clues eg familiar gestures, words and sounds			

Reading Steps 4-6			
Statements	4	5	6
Handle books and printed material with interest			
Respond to the different things said when in a familiar context with a special person eg 'where's mummy?'			
Show interest in books and rhymes and may have favourites			
Develop understanding of single words in context eg 'cup'			
Listen to and enjoy rhythmic patterns in rhymes and stories			
Enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations			
Select familiar objects by name and will go and find objects when asked, or identify objects from a group			
Understand simple sentences eg 'throw the ball'			
Enjoy pictures and stories about themselves, their families and other people			

Reading Steps 7-9			
Statements	7	8	9
Have some favourite stories, rhymes, poems or jingles			
Repeat words or phrases from familiar stories			
Fills in missing word or phrase in a known rhyme or story			
Identify action words by pointing to the right picture			
Understand more complex sentences eg 'put your toys away then we'll read a book'			
Understand 'who', 'what', 'where' in simple questions			
Turn pages in books, sometimes several at once			
Show interest in play with sounds, songs and rhymes			
Listen with interest to the noises adults make when they read stories			

Reading Steps 10-12

Statements	10	11	12
Enjoy rhythmic activities			
Show awareness of rhymes and alliteration			
Recognise rhythm in spoken words			
Listen to and join in with stories and poems, one to one and also in small groups			
Join in with repeated refrains and anticipate key events and phrases in rhymes and stories			
Begin to be aware of the way stories are structured			
Suggest how the story might end			
Listen to stories with increasing attention and recall			
Describe main story settings, events and principal characters			
Show interest in illustrations and print in books and print in the environment			
Recognise familiar words and signs such as own name and advertising logos			
Look at books independently			
Handle books carefully			
Know information can be relayed in the form of print			
Hold books the correct way up and turn pages			
Know that print carries meaning and, in English, is read from left to right and top to bottom			
Respond to simple instructions eg 'put it away'			
Begin to understand 'why' and 'how' questions			
Remember and talk about significant events in their own experience			
Recognise and describe special times or events for family and friends			

Reading Steps 13-15

Statements	13	14	15
Hear and say the initial sound in words			
Segment the sounds in simple words and blend them together and know which letters represent some of them			
Link sounds to letters, naming and sounding the letters of the alphabet			
Begin to read words and simple sentences			
Read some common irregular words			
Use phonic knowledge to decode regular words and read them aloud accurately			
Read phonically regular words of more than one syllable			
Read many irregular but high frequency words			
Continue a rhyming string			
Use vocabulary and forms of speech that are increasingly influenced by their experiences of books			
Enjoy an increasing range of books			
Know that information can be retrieved from books and computers			
Respond to instructions involving a 2 part sequence			
Understand humour eg nonsense rhymes and jokes			
Follow a story without picture or props			
Listen and respond to ideas expressed by others in conversation or discussion			
Follow instructions involving several ideas or actions			
Answer 'how' or 'why' questions about their experiences and in response to stories or events			
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions			
Read and understand simple sentences			
Demonstrate understanding when talking with others about what they have read			