



Red Level Reading Targets

Red level books are a little longer and often have more than one sentence on a page. They contain the first 5 sounds taught in Phase 3 and the red and yellow Tricky Words.

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| 1 | I can blend words containing the digraphs: sh, ch, th, qu and ng |
| 2 | I can read a range of familiar and common words without needing to blend them. |
| 3 | I can read a simple sentence independently. |
| 4 | I can read my book with an increasing level of fluency. |
| 5 | I can answer questions about what I have read. |
| 6 | I know if my book is fiction or non-fiction. |

Top Tip

If your child blends a word incorrectly and they don't notice, let them finish the sentence and then say: 'You read ... does that make sense?' Encourage them to read the sentence again, making sure what they read makes sense.

Yellow Level Reading Targets

Yellow level books are longer and have a more detailed story line. They contain the sounds taught in Phase 3 phonics and the red, yellow and blue Tricky Words. Children are introduced to more punctuation marks during this level.

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| 1 | I can blend words containing the sounds: ai, ee, igh, oa, oo, ar and or. |
| 2 | I can blend words containing the sounds: er, ur, ow, oi, ear, air and ure. |
| 3 | I can read sentences, taking note of commas and full stops. |
| 4 | I am beginning read my book with expression. |
| 5 | I can talk about the difference between fiction and non-fiction. |
| 6 | I can answer questions using my understanding of what I have read. |

Top Tip

Model to your child how punctuation changes the way you read. Model how to read with expression too; making your voice louder or quieter, faster or slower to add interest for the person who is listening.

Blue Level Reading Targets

Blue Level books are linked to Phase 4 phonics. They contain the same sounds as Yellow Level books, but the words are longer.

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| 1 | I can blend longer, cvcc and ccvc words containing Phase 3 sounds e.g. paint, green |
| 2 | I read polysyllabic words by breaking them into chunks e.g. starlight star / light. |
| 3 | I notice when I've made a mistake and can correct it by myself. |
| 4 | My reading is becoming smoother and less robotic. |
| 5 | I can use expression in my voice when I read. |

Top Tip

To check that your child has understood what they have read ask them questions like: 'What might happen next?' 'Why did the character feel like that?' Can your child summarise the plot of their story book? Can they tell you a fact they learnt from their non-fiction book?