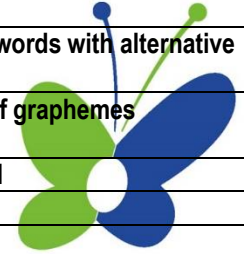




Reading Assessments

Year 1		Year 2		
Word reading	I use phonic knowledge to decode books accurately that have the phoneme / grapheme correspondences in that I know	Word reading	I use phonic knowledge to decode new text from L19 - L24 (RR) / automatically and fluently	
	I use phonic knowledge to help me to decode words from RR L17 to RR L20		I sound out new words quickly in my head including words with alternative phonemes for graphemes	
	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes		I read words of two or more syllables using a range of graphemes	
	<i>I can read phase 2 graphemes and words with these in</i>		I read words with common suffixes ed, ing, est, er, ful	
	<i>I can read phase 3 graphemes and words with these in</i>		I read a range of common exception / tricky words	
	<i>I can read phase 5 graphemes and words with these in</i>		I say which part of the word is tricky	
	I read exception / tricky words from <i>phase 2 to phase 5</i> and spot unusual letter sound correspondences.		I read most words except new or unfamiliar words without having to sound and blend out loud.	
	I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and -est		Decoding skills	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes
	I read words with more than one syllable that contain graphemes I know			I re-read books with fluency, expression and intonation
	I check that what I say matches the expected letters and graphemes across the word.			<i>I am developing my skills to read silently or quietly to myself with increasing speed and independence.</i>
I read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I use punctuation to help me to read with expression and to keep track of information in longer sentences.			
Decoding skills	<i>I repeat words or phrases to check / confirm or problem - solve</i>	<i>I am developing my skills to skim read text and scan to find information and ideas.</i>		
	I re-read sentences and books to build up fluency and confidence in word reading	I predict what might happen on the basis of what I have read so far		
	I show awareness of a range of punctuation marks.	I recall specific information from my reading or look back at the text to find information		
Comprehension strategies	<i>I locate some pages / sections of interest.</i>	I discuss the sequence of events in books and how information is related		
	I understand what I read and can retell it in sequence (e.g. talk through story maps)	I make simple inferences on the basis of what is being said and done		
	I talk about word meanings and I link new meanings to these	I talk about and clarify the meanings of words, linking new meanings to what I already know		
	I check the text makes sense to me as I read and I self-correct when I make mistakes.	I use knowledge I already have to help me to understand text.		
	I make inferences on the basis of what is being done.	I answer and ask questions about what I read		
Responses to text	I am beginning to link what I read or hear read to my own experiences	Responses to text	I listen to and can talk about different texts including what I like and don't like	
	<i>I identify simple features of key stories and simple non-fiction.</i>		I know and can recite poems with appropriate intonation to make the meaning clear.	
	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.		I talk about my favourite words and phrases and identify familiar patterns in language	
	I listen to and discuss a wide range of stories and non-fiction		I recognise simple recurring literary language in stories and poems	
	I can explain clearly what I understand when someone reads to me.		I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	
	I am learning to appreciate rhymes and poems and I can recite some by heart.			



Year 3		Year 4	
Word reading	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding. L25 – 28 (RR) / ZPD 3.0 – 4.0	Word reading	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression. L29 – 30+ (RR) / ZPD 4.0 – 5.0
	I read a wider range of common exception / tricky words		I read a wider range of common exception / tricky words and I can see what makes them tricky.
	I break words into syllables to decode unknown words speedily		I break words into different sized chunks, including syllables, to decode unknown words
Decoding skills	I notice mistakes I make in my reading <i>using meaning, language structures and visual information</i> and correct myself as a result	Decoding skills	I notice mistakes I make in my reading and correct them because the text doesn't make sense <i>using meaning, language structure and visual information</i>
	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression		I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression and understanding
	<i>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it</i>		<i>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it</i>
	<i>I read silently most of the time and am developing better pace in reading.</i>		
Comprehension strategies	<i>I sustain interest in longer texts, returning to them easily after a break</i>	Comprehension strategies	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.
	I explain the meaning of words in context		I explain the meaning of words in context
	I ask about the meanings of words I don't understand		I ask about the meanings of words I don't understand
	<i>I make simple connections within a text</i>		<i>I make simple connections within a text</i>
	I predict what might happen from details that are stated and implied		I predict what might happen from details that are stated and implied
	I find and record information from non-fiction texts		I find and record information from non-fiction texts
	I check the text makes sense to me		I check the text makes sense to me
	I ask questions to improve my understanding of a text		I ask questions to improve my understanding of a text
	I identify main ideas taken from a paragraph and summarise these		I identify main ideas taken from a paragraph and summarise these
	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.		I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.
	I find evidence from the text to help me to show my understanding.		I find evidence from the text to help me to show my understanding.
			I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.
Responses to text	I understand what I read in books and can discuss this <i>including expressing opinions about what I have read.</i>	Responses to text	I understand what I read in books and can discuss this
	I identify themes in a range of books.		I find and record information from non-fiction texts
	<i>I retell some stories orally</i>		I identify themes, structures and some purposes in a wide range of books.
	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays		I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays
	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.		I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.
	I recognise some different forms of poetry, stories and non-fiction texts		

Year 5		Year 6	
Word reading	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words. ZPD 5.0 – 6.0	Word reading	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words. ZPD 6.0 – 7.0+
	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>		<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>
Decoding skills	<i>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</i>	Decoding skills	<i>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</i>
	<i>I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense.</i>		<i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</i>
	<i>I scan text to find key words and phrases</i>		<i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i>
	<i>I skim read a text to get the gist of it.</i>		<i>I scan text to find key words and phrases</i>
	<i>I know that I sometimes need to reread text carefully to understand it fully</i>		<i>I skim read text to get the gist of a passage</i>
	<i>I read longer texts with increasing pace and stamina</i>		<i>I know that I sometimes need to reread text carefully to understand it fully</i>
Comprehension strategies	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	Comprehension strategies	<i>I monitor my reading for sense and can talk in detail about my understanding,</i>
	I summarise the key points of a paragraph		I summarise succinctly the key point of a paragraph
	I summarise the main ideas drawn from more than one paragraph		I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	I explore the meaning of words in context and I ask about the meanings of words I don't understand		I explore the meaning of words in context and I ask about the meanings of words I don't understand
	I predict what might happen from details stated and implied.		I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.
	I ask questions to improve my understanding.		I give reasoned justifications for my views based on evidence from the text.
	I understand how the language, structure and presentation contribute to meaning.		I predict what might happen from details stated and implied.
	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.		I ask questions to improve my understanding.
	<i>I connect the information that I read within paragraphs, texts and to other books</i>		I find, record and present information from non-fiction texts
			I understand how the language, structure and presentation contribute to meaning.
Responses to text	I sometimes give reasoned justifications for my views based on evidence from the text.	Responses to text	I draw on detail to give persuasive answers to questions
	I am beginning to understand the difference between fact and opinion		I know the difference between fact and opinion <i>and can identify this in a text</i>
	I identify and discuss themes and conventions in a range of writing.		I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)
	I comment on how and why a writer has used certain word choices		I identify and discuss themes and conventions in and across a wide range of writing.
	I recommend books I have read to friends and give reasons for my choices.		I recommend books I have read to friends and give reasons for my choices.
	I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.		I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.
	<i>I make comparisons within and across books commenting on similarities and differences.</i>		I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.
	I can find, record and present information from non-fiction texts		<i>I make comparisons within and across books commenting on similarities and differences.</i>

Appendix 5: National Curriculum 2014 Objectives

	National Curriculum statutory requirements	
	YEAR 1	
	Reading comprehension	
	develop pleasure in reading, motivation to read, vocabulary and understanding by:	
RC1	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	
RC2	being encouraged to link what they read or hear read to their own experiences	
RC3	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	
RC4	recognising and joining in with predictable phrases	
RC5	learning to appreciate rhymes and poems, and to recite some by heart	
RC6	discussing word meanings, linking new meanings to those already known	
RC7	understand both the books they can already read accurately and fluently and those they listen to by:	
RC8	drawing on what they already know or on background information and vocabulary provided by the teacher	
RC9	checking that the text makes sense to them as they read and correcting inaccurate reading	
RC10	discussing the significance of the title and events	
RC11	making inferences on the basis of what is being said and done	
RC12	predicting what might happen on the basis of what has been read so far	
RC13	participate in discussion about what is read to them, taking turns and listening to what others	
RC14	Explain clearly their understanding of what is read to them.	

	National Curriculum statutory requirements YEAR 2 Reading comprehension	
Develop pleasure in reading, motivation to read, vocabulary and understanding by:		
RC1	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	
RC2	discussing the sequence of events in books and how items of information are related	
RC3	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	
RC4	being introduced to non-fiction books that are structured in different ways	
RC5	recognising simple recurring literary language in stories and poetry	
RC6	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	
RC7	discussing their favourite words and phrases	
RC8	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
RC9	understand both the books that they can already read accurately and fluently and those that they listen to by:	
RC 10	drawing on what they already know or on background information and vocabulary provided by the teacher	
RC 11	checking that the text makes sense to them as they read and correcting inaccurate reading	
RC 12	making inferences on the basis of what is being said and done	
RC 13	answering and asking questions	
RC 14	predicting what might happen on the basis of what has been read so far	
RC 15	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	
RC16	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	

	National Curriculum statutory requirements YEAR 3/4 Reading comprehension	
RC1	develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning	
RC2	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
RC3	reading books that are structured in different ways and reading for a range of purposes	
RC4	using dictionaries to check the meaning of words that they have read	
RC5	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	
RC6	identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	
RC7	discussing words and phrases that capture the reader's interest and imagination	
RC8	recognising some different forms of poetry [for example, free verse, narrative poetry]	
RC9	understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	
RC10	asking questions to improve their understanding of a text	
RC11	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
RC12	predicting what might happen from details stated and implied	
RC13	identifying main ideas drawn from more than one paragraph and summarising these	
RC14	retrieve and record information from non-fiction	
RC15	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	

	National Curriculum statutory requirements YEAR 5/6 Reading comprehension	
RC1	maintain positive attitudes to reading and understanding of what they read by:	
RC2	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
RC3	reading books that are structured in different ways and reading for a range of purposes	
RC4	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices	
RC5	identifying and discussing themes and conventions in and across a wide range of writing	
RC6	learning a wider range of poetry by heart	
RC7	making comparisons within and across books	
RC8	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
RC9	understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
RC10	asking questions to improve their understanding	
RC11	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
RC12	predicting what might happen from details stated and implied	
RC13	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
RC14	identifying how language, structure and presentation contribute to meaning	
RC15	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
RC16	distinguish between statements of fact and opinion	
RC17	retrieve, record and present information from non-fiction	
RC18	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	