



Assessing without levels

English: Reading

| Year 1 | Word Reading Applies phonic knowledge to decode word | Comprehension Reading age-appropriate texts |
|-------------------|--|---|
| Emerging | <ul style="list-style-type: none"> • reads simple sentences • responds with the correct sounds to known graphemes • blends sounds aloud when attempting to read new words • re-reads books to develop confidence • uses picture clues to help when reading simple texts | <ul style="list-style-type: none"> • listens to poems, stories and non-fiction making links to own experiences • demonstrates understanding when talking with others about what they have read • retells key stories, fairy stories and traditional tales through role play • answers questions about stories read • identifies features of books, e.g. title etc. • recognises predictable phrases • listens to simple rhymes and poems and joins in with others when reciting them |
| Developing | <ul style="list-style-type: none"> • reads simple sentences with some fluency • responds speedily with the correct sound to known graphemes • applies phonic knowledge to decode words • blends sounds in unfamiliar words containing known GPC, when reading • reads known CEW • begins to read words containing known GPS and <i>-s,-es, -ing, -ed, -er</i> and <i>-est</i> endings • reads words of more than one syllable that contain known GPCs on occasions • begins to read words with contractions • re-reads books to develop confidence and fluency • uses pictures to read and understand the text | <ul style="list-style-type: none"> • listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them • talks about books, using own knowledge and information provided by the teacher • retells key stories, fairy stories and traditional tales orally in simple sentences • joins in with predictable phrases • begins to make simple inferences (from pictures, objects, stories) • talks about the meaning of unfamiliar words • learns to appreciate simple rhymes and recites these by heart • begins to distinguish between fact and fiction • notices when reading does not make sense • shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher |
| Secure | <ul style="list-style-type: none"> • reads aloud books that are consistent with developing phonic knowledge • responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes • reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught • reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word • reads words containing known GPS and <i>-s,-es, -ing, -ed, -er</i> and <i>-est</i> endings • reads words of more than one syllable that contain known GPCs • reads words with contractions • begins to take account of punctuation when reading • begins to use context clues to help reading for meaning • re-reads books to develop confidence, fluency and expression | <ul style="list-style-type: none"> • listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently • links what they hear or read to their own experiences • retells stories they have read, heard and discussed using appropriate vocabulary • talks about what is read to them, taking turns and listening to others. Expresses opinions based on these • explains understanding of what they have read • talks about particular characteristics of different types of stories • talks about the significance of the title and events • makes inferences on the basis of what is read • makes simple predictions • learns and appreciate rhymes and poems and can recite some by heart • discusses word meanings, making links to known words • retells, using significant events and main points in sequence • reads checking texts make sense and correcting inaccurate reading |

Working at greater depth within Year 1
Exhibits skills with confidence and independence

| Year 2 | Word Reading Applies phonic knowledge to decode word | Comprehension Reading age-appropriate texts |
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| Emerging | <ul style="list-style-type: none"> • reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation • reads all known graphemes • reads unfamiliar words containing known GPCs accurately and without needing to sound out • reads accurately words that have been encountered frequently • reads known CEW fluently • segments words into syllables to aid decoding • uses punctuation to aid reading with expression • notices when reading does not make sense and attempts to self-correct | <ul style="list-style-type: none"> • listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction • retells a range of story in sequence • answers questions about books read and shared • finds and retrieves literal information • begins to ask simple questions about books read and shared • recognises simple recurring language in poems and stories • makes plausible predictions • distinguishes between fact and fiction • shows some awareness of text features |
| Developing | <ul style="list-style-type: none"> • reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting • reads familiar words without overt sounding and blending • reads words of 2 or more syllables • reads CEW fluently taking note of unusual correspondences between spelling and sounds and where these occur in words • uses punctuation to read with increased expression • notices when reading does not make sense and self-corrects | <ul style="list-style-type: none"> • asks and answers questions about books read and shared • makes simple inferences using evidence from the text • talks about new vocabulary and offers suggestions about the meaning based on the context • discusses favourite words and phrases • explains how items of information are related and discusses sequence of events • makes plausible predictions, using evidence from the text • begins to skim and scan • talks about how to choose a book to read |
| Secure | <ul style="list-style-type: none"> • applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation • sounds out unfamiliar words accurately, without undue hesitation • automatic decoding, using phonics, is embedded and reading is fluent • recognises and effortlessly decodes alternative sounds for graphemes • reads accurately words of two or more syllables, containing known graphemes • recognises and effortlessly decodes most CEW • reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently • reads words containing common suffixes • reads age-appropriate texts with fluency and confidence • notices when reading does not make sense and takes appropriate action • begins to use expression and intonation to engage a listener, when reading aloud • self-corrects and re-reads to make ensure fluency and meaning | <ul style="list-style-type: none"> • regards reading as a pleasurable activity • identifies sequences of events in texts and offers simple explanations of how items of information relate to one another • demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • recognises and understands the different structures of non-fiction books that have been introduced • shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary • learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear • demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided • constructs meaning whilst reading independently, self-correcting where the sense of the text is lost • makes inferences on what has been read • asks and answers questions appropriately, including those based on inference of what is said and done • makes predictions on the basis of what has been read so far • participates in discussions, offering opinions and explanations for these about books, poems and other materials • exercises choice in selecting books |

Working at greater depth within Year 2
Exhibits skills with confidence and independence

| Year 3 | Word Reading Applies phonic knowledge to decode words. | Comprehension Reading age-appropriate texts Participates in discussions about books |
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| Emerging | <ul style="list-style-type: none"> • uses a range of strategies when reading aloud when prompted • reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words • experiments with different pronunciations when reading unfamiliar, longer words • makes good approximations of a word's pronunciation | <ul style="list-style-type: none"> • listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books • reads independently and can talk about what has been read • makes inferences from texts and can explain these • identifies the main points of a text • makes predictions based on evidence from the text and can explain these • recognises that books are structured in different ways for different audiences and purposes |
| Developing | <ul style="list-style-type: none"> • begins to use a range of strategies when reading independently • self-corrects using the appropriate strategies • discusses meaning of new words based on understanding of root words, prefixes and suffixes • begins to read ahead looking for clues to determine meaning | <ul style="list-style-type: none"> • begins to read silently for short periods of time • reads books that are structured in different ways • begins to ask questions to improve understanding of the text • recognises the author makes choices regarding the vocabulary used • discusses words and phrases that capture the reader's interest and imagination • recognises that authors make choices regarding the layout of text / information • explains how the structure of a text has impact on the reader • begins to recognise different forms of poetry • selects books based on awareness of reading preferences |
| Secure | <ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression • talks about different strategies that can be used to help make sense of reading • begins to select the most effective strategy • self-corrects without prompting when necessary | <ul style="list-style-type: none"> • reads silently for longer periods of time • reads for a range of purposes • checks reading makes sense • talks about their understanding and tries to explain the meaning of words in context • reads and discusses a variety of text types • talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons • asks questions to improve understanding of the text • infers reasons for action and events • identifies words and phrases used to create mood and tension • offers reasons for authors' choice of vocabulary • begins to summarise what has been read • picks out key points when sequencing fiction • offers explanation for layout or organisational features used within a text • makes comparisons between stories and between non-fiction texts comparing like with like • identifies some different forms of poetry • prepares poetry to be read aloud |

Working at greater depth within Year 3
Exhibits skills with confidence and independence

| Year 4 | Word Reading | Comprehension Reading age-appropriate texts Participates in discussions about books |
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| Emerging | <ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy | <ul style="list-style-type: none"> • talks about books read, offering opinions and synopsis – at times with prompts • retrieves and records information from non-fiction texts • begins to draw inferences re. characters' thoughts, feelings and motives from their actions • summarises main points of stories / information within a paragraph • recognises the purpose, form and audience of a text • identifies and comments on author viewpoints • begins to read a range of different forms of poetry • begins to prepare readings to be presented to audiences |
| Developing | <ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression selecting the most effective strategy • reads further CEW words | <ul style="list-style-type: none"> • talks about books read, offering opinions and synopsis • begins to recognise occurring themes or conventions linked to text types • expands and explains answers to questions based on texts read • makes reference to texts when answering questions • justifies inferences with evidence • picks out vocabulary / phrases used for impact and effect • identifies main ideas drawn from more than one paragraph and can summarise these • predicts what might happen from details stated and implied • names some key children's authors • reads aloud with increasing confidence • chooses books based on knowledge of author, text type and purpose of reading |
| Secure | <ul style="list-style-type: none"> • reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • reads further CEW noting unusual correspondences between spelling and sound and where these occur in words • reads aloud with appropriate volume | <ul style="list-style-type: none"> • reads a wide range of fiction and non-fiction, including poetry. • talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions • talks about themes and conventions when discussing books • understands the different reasons for reading – for pleasure / to find information, for example • uses the structure of books to navigate around texts • selects books based on own reading experiences and preferences • talks about known authors • reads independently with sustained concentration • offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate • identifies how language, structure and presentation contributes to meaning • recognises different forms of poetry • prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume • talks about their own reading and reading choices |

Working at greater depth within Year 4
Exhibits skills with confidence and independence

| Year 5 | Word Reading Applies phonic knowledge to decodes words | Comprehension Reading wide range of age-appropriate texts |
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| Emerging | <ul style="list-style-type: none"> • reads at a reasonable speaking pace • reads most words effortlessly • pronounces unfamiliar words with automaticity | <ul style="list-style-type: none"> • reads longer books with sustained interest • groups books according to theme or convention • recognises when unsure of word meaning / pronunciation and requests help • begins to show empathy/understanding with characters' motives and behaviours • infers meaning of unfamiliar words from context • infers characters' thoughts feelings and motives • summarises and presents stories in own words |
| Developing | <ul style="list-style-type: none"> • develops confidence when reading aloud | <ul style="list-style-type: none"> • recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures • talks about favourite authors and types of books, giving reasons for preferences • asks questions to enhance understanding of the text • retrieves information from a text, using efficient and effective methods • recognises author's viewpoint • uses inference and predictions to support reading • begins to identify descriptive and figurative language that has been used for effect • summarises main idea from more than one paragraph |
| Secure | <ul style="list-style-type: none"> • reads aloud with appropriate volume and expression to make meaning clear to the audience | <ul style="list-style-type: none"> • reads an increasingly wide range of books • selects books based on reading experiences and knowledge of books • distinguishes between fact and opinion in non-fiction reading • explains the effect and impact of author viewpoint • discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) • begins to make comparisons across and between books • begins to show the influence of reading in writing • builds up a repertoire of poems that are known by heart • prepares poems and plays to read aloud |

Working at greater depth within Year 5
Exhibits skills with confidence and independence

| Year 6 | Word Reading Applies phonic knowledge to decodes words | Comprehension Reading wide range of age-appropriate texts |
|------------|--|---|
| Emerging | | <ul style="list-style-type: none"> • recognises reoccurring themes and conventions across a range of texts • participates actively in discussion about books • discusses how authors use language, including figurative language and how this impacts on the reader • summarises main idea from more than one paragraph • uses elements taken from reading in own writing |
| Developing | | <ul style="list-style-type: none"> • retrieves information effectively using organisational features • records and presents information from non-fiction texts • identifies how punctuation is used for impact and effect • recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects • distinguishes between statements of fact and opinion; and in non-fiction. • discusses and evaluates author's use of language and its impact on the reader • explains author's organisation of a text • asks questions to enhance understanding of the text. |
| Secure | <ul style="list-style-type: none"> • reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books • determines meaning of new words by applying knowledge of root words, suffixes and prefixes • demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience | <ul style="list-style-type: none"> • demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. • reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions). • recommends books to others based on own reading preferences, giving reasons for choice. • knows a wide range of poetry by heart. • explains how language, structure, and presentation, can contribute to the meaning of a text. • identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. • draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • comments on how language, including figurative language, is used to contribute to meaning. • makes comparisons within and across different texts. • draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • makes predictions based on details stated and implied. • identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph. • expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. • explains and discusses understanding of what has been read, including through formal presentations and debates, |

Working at greater depth within Year 6
Exhibits skills with confidence and independence