

**INSPIRE   NURTURE   BELIEVE   ACHIEVE**

*Working **together** to be the **best** that we can be.*

## **READING ASSESSMENT CRITERIA**

*This guidance document (agreed by staff members and revisited regularly) should be used as a tool alongside rich and engaging opportunities to read for pleasure **and** with purpose **fluently** across the curriculum through exposure to rich and varied texts. Reading skills should be taught explicitly.*

Happiness

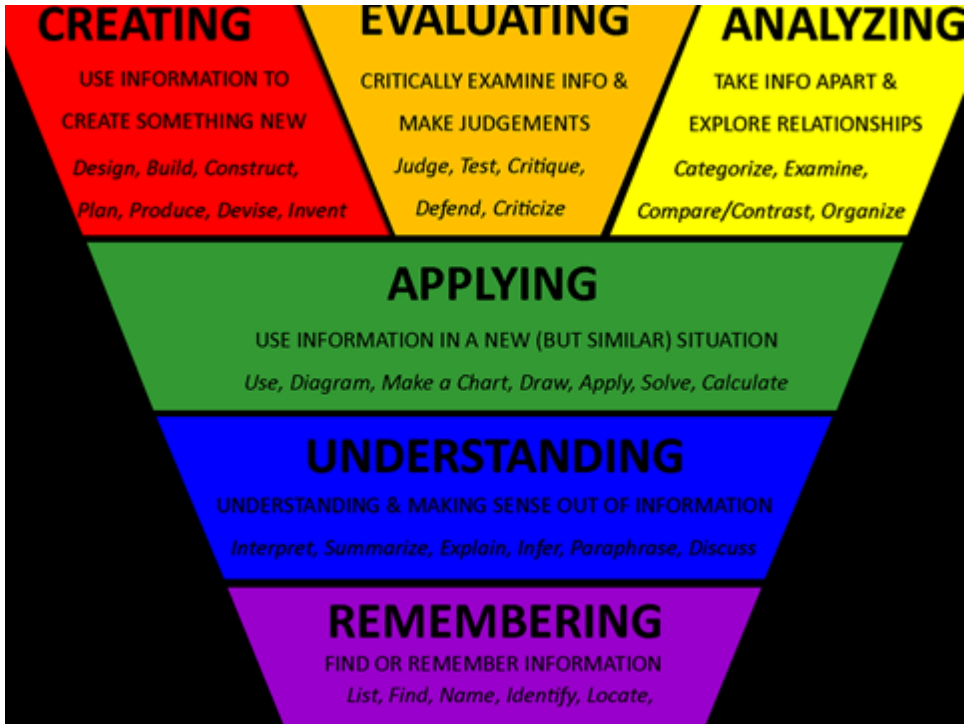
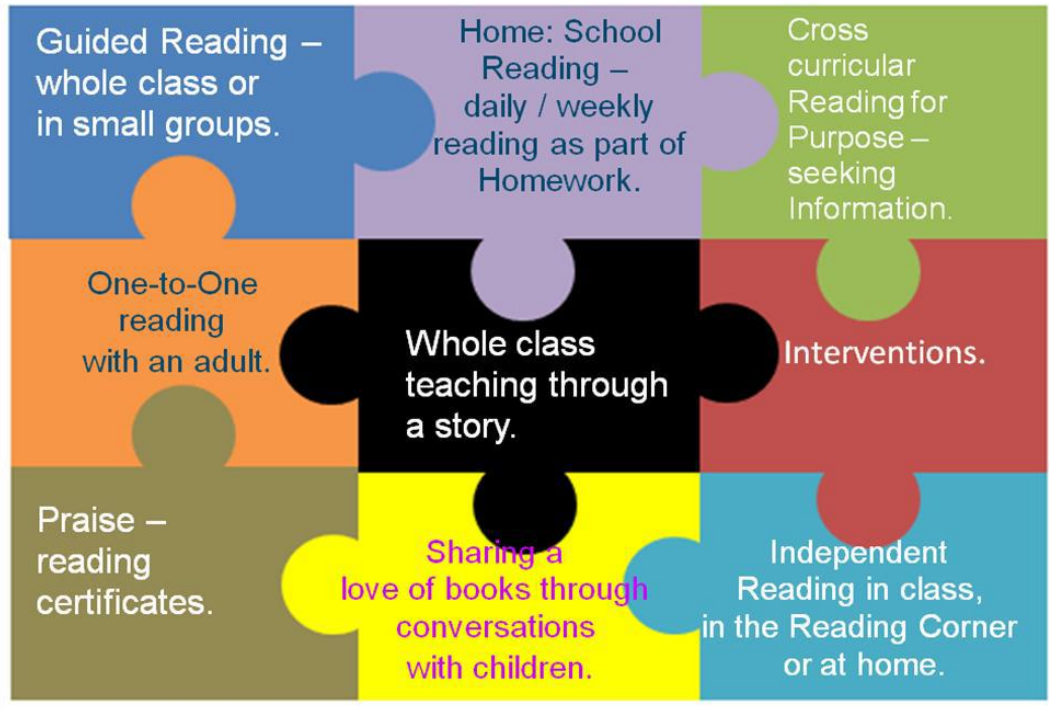
Perserverance

Resilience

Kindness

Friendship

Respect



# Considerations when deciding if pupils have met Age Related Expectations (ARE):

## Considerations for pupils at ARE:

- What have they demonstrated?
- What needs a recap prior to demonstration?
- What hasn't happened yet?

## Considerations for pupils not meeting ARE:

- What's the main barrier?
- How far back is the 'unsecured' learning?
- What additional support/resource is available? Impact?

### Suggested teacher assessment outcomes at the end of EYSF - Reading

#### Development Matters – Aged 4-5 years



Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.



Children in reception will be learning to:

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Re-read what they have written to check that it makes sense.

#### Reading Early Learning Goal – working at EXPECTED

##### Literacy ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

##### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Suggested teacher assessment outcomes at the end of year 1 – reading

### Working towards the expected standard for Y1

The child, in a book closely matched to the GPCs taught, can:

- read with increasing accuracy and blend many of the 40+ phonemes, .
- read with increasing accuracy some of the GPCs taught
- blend and read words containing phase 3 phonics
- read some common exception words.
- read some compound words with more than one sound.

The child in a familiar book that they have read or listened to can:

- demonstrate a simple understanding of the text.
- begin to ask simple questions related to what they have read or heard

### Working at the expected standard for Y1

The pupil can:

- read accurately and blend all 40+ phonemes including some alternative sounds for graphemes e.g. ea/ ee in beak and feet.
- read many words containing suffixes\* taught [–s, –es, –ing, –ed, –er and –est]
- read other words of more than one syllable that contain taught GPCs
- read most words with common contractions [for example, I'm, I'll, we'll].

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many books with increasing accuracy and pace [esp. Ph3 and Ph4 words], sometimes reverting to blending
- sound out unfamiliar words with some accuracy

In a familiar book that they have listened to or read themselves, the pupil can:

- answer some simple questions and begin to explain what has been said or done that goes beyond simple retrieval .
- begin to self-check that their reading makes sense and correct their reading as they go

Starts to use a dictionary and thesaurus

### Working at greater depth within the expected standard for Y1

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\* e.g. 'aaay' sound a\_e, ai, and a in plane, train, angel
- read most suffixes and Common Exception Words taught at Year 1.
- Can sometimes check it makes sense to them when reading.
- talk about the story and answer questions about what is being said and done.
- Begin to infer.
- Make simple predictions based on what they have read or heard so far.

\*in a familiar book that they have read or listened to

## English reading

### Using the English reading framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 English reading test, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

#### Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words.\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

#### Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

\* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

<sup>1</sup> Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

<sup>2</sup> Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

#### Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

## Suggested teacher assessment outcomes at the end of year 3 – reading

### Working towards the expected standard for Y3

#### The pupil can:

- read accurately many words of two or more syllables, including Y1 and 2 common exception words and Y1 and 2 common suffixes
- read aloud, from an age-appropriate book, with increasing accuracy and fluency and without over-relying on overt sounding out / blending at least over 90 words per minute
- use some expression when reading, e.g. emphasising speech
- check it makes sense to them and begin to independently self-correct

#### The pupil can, in a book they are reading independently:

- make some inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far;
- begin to make some links between the book they are reading and other books that have been read.
- begin to retrieve and summarise ideas and information from non-fiction texts.
- *find words independently and efficiently in a dictionary and thesaurus.*

### Working at the expected standard for Y3

#### The pupil can:

- read accurately most polysyllabic words, including Y1 and 2 common exception words and Y1, 2 and 3 common suffixes taught
- read aloud, from an age-appropriate book, with accuracy and fluency without sounding out / blending at least over 90 words per minute,
- always uses expression for speech when reading, without being reminded
- check it makes sense to them and independently self-correct their own reading
- begin to work out the meaning of unfamiliar words from clues in the text and start to reason the definition with occasional support
- begin to comment on the language used by the author
- use a dictionary/thesaurus with increasing accuracy and understand their uses
- begin to understand the process of retrieving information from non-fiction texts, using knowledge of the alphabet accurately
- begin to predict what might happen using some detail from the text to support their explanations.
- begin to make inferences from the text, including characters thoughts and actions, using their knowledge of the world around them
- begin to identify and summarise main ideas from a range of texts
- *begin to use a thesaurus to develop vocabulary and starts to understand that some words don't make sense in some contexts.*

### Working at greater depth within the expected standard for Y3

#### From across a range of texts and genres, the pupil can:

- read aloud, from age-appropriate books, with accuracy and fluency, including words containing common suffixes and spelling patterns from Y3 and 4 curriculum
- experiments with expression, using knowledge of punctuation confidently and clues from the text about characters to inform tone of voice
- work out the meaning of unfamiliar words from clues in the text and to be able to reason the definition with some confidence
- independently use a dictionary/thesaurus accurately
- begin to talk about how language is chosen by an author for effect
- predict what might happen, referring to the text for evidence and conclusions with occasional support

## Suggested teacher assessment outcomes at the end of year 4 – reading

### Working towards the expected standard for Y4

#### The pupil can:

- read accurately most words, including those with common suffixes, common exception words and some of the Y3/4 spelling patterns.
- read aloud, from an age-appropriate book, with increasing accuracy and fluency and without over relying on overt sounding out / blending;
- check it makes sense, including asking some questions to improve their understanding of the text;
- retrieve main ideas and information from non-fiction texts.

#### The pupil can, in a book they are reading independently:

- makes sensible inferences on the basis of what is being said and done
- predict accurately what might happen on the basis of what has been read so far;
- makes links between genres of books that they have read and starts to identify common themes
- *use a thesaurus to retrieve word meaning efficiently and to develop vocabulary; the child can make choices about vocabulary (synonyms and antonyms) to understand that some words don't make sense in certain contexts.*

### Working at the expected standard for Y4

#### The pupil can:

- read aloud from age-appropriate books with accuracy and fluency, including words containing common suffixes and Y3/4 spelling patterns;
- work out the meaning of words from the context, asking questions and making simple conclusions to improve their understanding of the text;
- make increasingly accurate comments on the language used by the author and how it creates an image
- understands the process of quickly and accurately retrieving information from non-fiction texts, including using their knowledge of the alphabet.
- use a dictionary and thesaurus efficiently and chooses to do so independently
- confidently predict what might happen using detail from the text to support their explanations
- make inferences from the text, including characters thoughts and actions using their knowledge of the word to justify these inferences
- identify many main ideas and themes within a range of texts
- with speed and accuracy, use a dictionary and thesaurus independently
- with occasional support, identify why language choice (including grammatical structures) contribute to the overall meaning of a text and can explain this
- *confidently make choices about vocabulary (synonyms and antonyms) explaining the context in which they can be used.*

### Working at greater depth within the expected standard for Y4

#### From across a range of texts and genres, the pupil can:

- read aloud, from age-appropriate books, with accuracy and fluency ( including longer texts) with growing expression and intonation that demonstrates understanding of the text;
- work out the meaning of new words, for example using the context of the text, inferential skills and spelling knowledge [including root words / word families];
- use a dictionary accurately
- identify how language (including grammatical structures) are chosen by an author to contribute to the overall meaning of a text;
- predict what might happen within the text, both stated and implied with independence
- make more diverse inferences from the text, including using characters' motives and authorial intent;
- identify and begin to summarise the main ideas from across a text / texts.

## Suggested teacher assessment outcomes at the end of year 5 – reading

### Working towards the expected standard for Y5

#### From across a range of texts and genres, the pupil can:

- read aloud, from age-appropriate books, with accuracy and fluency ( including longer texts) with growing expression and intonation that demonstrates understanding of the text;
- work out the meaning of new words, for example using the context of the text, inferential skills and spelling knowledge [including root words / word families];
- use a dictionary accurately
- identify how language (including grammatical structures) are chosen by an author to contribute to the overall meaning of a text;
- predict what might happen within the text, both stated and implied with independence
- make more diverse inferences from the text , including using characters' motives and authorial intent;
- identify and begin to summarise the main ideas from across a text / texts.

### Working at the expected standard for Y5

#### The pupil can:

- read aloud from age-appropriate books with accuracy and fluency without error in any word patterns learned previously; when errors are made, the child can re-read and self-correct their decoding;
- regularly work out the meaning of words from the context with accuracy and use their understanding to draw accurate conclusions with evidence to back up their reasoning;
- make increasingly accurate comments on tricky language used by the author and how it creates an image,
- understands the processes to efficiently retrieve information from non-fiction texts which they can then recall and summarise verbally or in a written way;
- use a thesaurus and dictionary accurately, and **efficiently** without support – they choose to do this independently for a specific purpose and the process is speedy as it is embedded within the task;
- make inferences from the text , including characters thoughts and actions using their knowledge of the world, written structure, and language choices to justify these opinions
- identify many main ideas and themes within a range of texts and provide evidence as to why they are similar,
- explain confidently how language choices (including grammatical structures) contribute to the overall meaning of a text and can explain this in detail;
- make sensible choices with synonyms and antonyms and has an increasingly good understanding of vocabulary;
- uses their knowledge of prefixes, suffixes, roots and word families to make predictions about vocabulary meaning

### Working at greater depth within the expected standard for Y5

#### The pupil can:

- read and talk about a wide range of books that have been read for pleasure, summarising key themes with evidence;
- with increasing confidence, makes conclusions based on implied information from the text;
- begins to analyse (with some prompting) all features e.g. layout, colour, language, images and uses them as a combined tool to draw increasingly accurate conclusions;
- begin to identify and comment on a range of figurative language, explaining (with some support) why the author has chosen that feature;



End of KS2:

- The standard in this framework contains a number of 'pupil can' statements. To judge that a pupil is working at this standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within the standard.
- The evidence informing a teacher's judgement in English reading can include a school's own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement and assess the broader curriculum. A pupil's answers to specific questions in tests may also provide evidence that they have met certain statements.

### **Working at the expected standard**

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.