

Reading assessment guidelines: Year 1

Name: _____

Class: _____

Reading (Assessments should be based on reading books at the equivalent level to Project X book band 4-7 - as a guide.)				Comprehension				
1a. Decoding	1b Sight words	1c grammar	1d fluency and expression	2a. Retrieve information	2b. Interpret information	2c Features of text	2d. Choice of language	2e. Linking text to own experience
Year 1 -Applies phonic knowledge and skills as the route to decode words. -Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -Reads accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondence that have been taught. -Reads other words of more than one syllable that contain taught GPCs -Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	-Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	-Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) -Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	-Re-reads books to build up their fluency and confidence in word reading.	-Recalls and discusses what they have read. -Can retell familiar stories.	-Self-corrects so that text makes sense. -Makes inferences on the basis of what is being said and done in texts they have read or that have been read to them. -Discusses the significance of title and events in texts. -Makes simple predictions about what might happen next.	-Comments on the features of some different sorts of texts. -Recognises and joins in with predictable phrases. -Recognises rhymes and poems can recite some by heart. -Can distinguish between fiction and non-fiction books.	-Discusses meanings of words, linking new meanings to those already known.	-Can link what they have read to their own experience. -Can draw on what they already know and information provided by the teacher in discussion about texts.

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Reading assessment guidelines: Year 2

Name: _____

Class: _____

Reading (Assessments should be based on reading books at the equivalent level to Project X book band 6-9- as a guide.)					Comprehension				
	1a. Decoding	1b Sight words	1c grammar	1d fluency and expression	2a. Retrieve information	2b. Interpret information	2c Features of text	2d. Choice of language	2e. Linking text to own experience
Year 2	<ul style="list-style-type: none"> -Use of phonic knowledge for decoding is embedded. -Can recognise alternative sounds for graphemes. Eg. ai ay a-e -Reads accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondence that have been taught including alternative sounds for graphemes. -Reads other words of more than two syllable that contain taught GPCs -Uses improved phonic knowledge to read unfamiliar words without undue hesitation. 	<ul style="list-style-type: none"> -Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> -Reads words containing common suffixes. Eg. ly at end of words. 	<ul style="list-style-type: none"> -Re-reads books to build up their fluency and confidence in word reading. -Reads most words quickly and accurately without overt sounding and blending, when they have been frequently encountered. 	<ul style="list-style-type: none"> -Recalls and discusses what they have read. -Retells a wider range of familiar stories. Can recall and discuss main sequence of events in books. -Asks and answers questions based on a text. 	<ul style="list-style-type: none"> -Self-corrects so that text makes sense. -Makes inferences on the basis of what is being said and done in texts they have read or that have been read to them. -Discusses the significance of title and events in texts. -Makes simple predictions about what might happen next. 	<ul style="list-style-type: none"> -Comments on the features of some different sorts of texts. -Recognises recurring language in texts. -Recognises rhymes and poems and can recite a wider repertoire by heart. -Can distinguish between fiction and non-fiction books. -Can talk about the features of non-fiction books. 	<ul style="list-style-type: none"> -Discusses and clarifies meanings of words, linking new meanings to those already known. -Discusses their favourite word and phrases. 	<ul style="list-style-type: none"> -Can link what they have read to their own experience. -Can draw on what they already know and information provided by the teacher in discussion about texts. -Can discuss and express views on a wide range of texts including those read to them.

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Reading assessment guidelines: Year 3

Name: _____

Class: _____

Reading (Assessments should be based on reading books at the equivalent level to Project X book band 8-11 - as a guide.)				Comprehension				
1a. Decoding	1b. Sight Words	1c. Grammar	1d. Fluency and expression	2a. Retrieve information	2b. Interpret information	2c. Features of text	2d. Choice of language	2e. Linking text to own experience
Year 3	- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- When reading apply growing knowledge of root words, prefixes and suffixes (referring to national curriculum appendix 1).	- Use a range of strategies effectively to read with fluency and expression.	- Orally retell the main events of a range of stories after reading. - Ask questions about the text to improve their understanding. - Retrieve and record information from non-fiction and fiction texts with some quotations and references.	- Check that the text makes sense to them. - Infer characters' feelings, thoughts and motives from their actions. - Predict what might happen using details both stated and implied.	- Using a few basic text features, identify a range of fiction and non-fiction text types. E.g. poetry, plays. - Identify how structure and presentation contribute to the meaning of the text.	- Discuss words and phrases that capture the reader's interest and imagination. - Identify a few basic features of language and how it contributes to meaning. E.g. use of speech marks, adjectives, capitalisation, etc. - Discuss their understanding and explain the meaning of words in context.	- Respond to text applying their own feelings rather than the characters. - Reflect upon text - discuss dislikes/likes with some justification.

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Reading assessment guidelines: Year 4

Name: _____

Class: _____

Reading (Assessments should be based on reading books at the equivalent level to Project X book band 10-13 - as a guide.)				Comprehension				
1a. Decoding	1b. Sight Words	1c. Grammar	1d. Fluency and expression	2a. Retrieve information	2b. Interpret information	2c. Features of text	2d. Choice of language	2e. Linking text to own experience
Year 4		- When reading apply growing knowledge of root words, prefixes and suffixes (referring to national curriculum appendix 1).	- Read a range of texts aloud (including poetry), showing understanding through intonation, tone, volume and action.	- Orally summarise a range of stories after reading. - Ask appropriate questions about the text to improve their understanding. - Retrieve and record information from non-fiction and fiction texts including relevant textual references. - Identify the main ideas drawn from more than one paragraph and summarise these.	- Identify when reading identify and self-correct for sense. - Infer characters' feelings, thoughts and motives from their actions at different points in the text. - Justify inferences with evidence. - Make predictions at different stages of reading a text from details stated and implied.	- Identify common themes in a wide range or series of books. - Within the same text types, identify similarities and differences of features. - Identify and make simple comments about the authors' structural choices. - Identify and comment on presentation and how it contributes to the meaning of the text.	- Discuss and explain how words and phrases capture the reader's interest and imagination. - Identify some basic features of language and justify how it contributes to meaning. E.g. use of speech marks, adjectives, capitalisation, etc.	- Respond and relate to a range of texts using their own experiences and feelings. E.g. 'she was just horrible like my nan is sometimes' - Reflect upon text to discuss dislikes/likes with justification and reference to the text.

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Reading assessment guidelines: Year 5

Name: _____

Class: _____

Reading (Assessments should be based on reading books at the equivalent level to Project X book band 12-14 - as a guide.)				Comprehension				
1a. Decoding	1b. Sight Words	1c. Grammar	1d. Fluency and expression	2a. Retrieve information	2b. Interpret information	2c. Features of text	2d. Choice of language	2e. Linking text to own experience
Year 5		- When reading apply growing knowledge of root words, prefixes and suffixes (referring to national curriculum appendix 1)	- Read a range of texts aloud (including poetry), showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Ask a range of questions to improve their understanding. - Retrieve and record information from non-fiction and fiction texts including accurate textual references from different places in the text. - Summarise the main ideas throughout reading drawing from more than one paragraph, identify key details that support the main ideas.	- Explain and discuss their understanding of what they have read through presentations and debates. - Self correct using context and read over. - Discuss, understand and explore the meaning of technical vocabulary in context. - Infer characters' feelings, thoughts and motives from their actions from different points in the text. Justify inferences with evidence. - Predict and deduce what might happen stating relevant evidence.	- Recite a wider range of poetry by heart. - Read books that are structured in different ways and read for a range of purposes. - Identify and explain how a variety of different presentation types contributes to meaning. - Increase 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. - Identify and discuss themes and conventions in and across a wide range of writing. - Distinguish between statements of fact and opinion.	- Identify and explain how a range of language structures contribute to meaning. - Discuss and evaluate how the authors use of language, including figurative language, impacts upon the reader.	- Recommend books that they have read to their peers, giving reasons for their choices. - Make comparisons within and across books. - 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 challenge views courteously.

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Reading assessment guidelines: Year 6

Name: _____

Class: _____

Reading (Assessments should be based on reading books at the equivalent level to Project X book band 13-15 as a guide.)				Comprehension				
1a. Decoding	1b. Sight Words	1c. Grammar	1d. Fluency and expression	2a. Retrieve information	2b. Interpret information	2c. Features of text	2d. Choice of language	2e. Linking text to own experience
Year 6		<ul style="list-style-type: none"> - When reading apply growing knowledge of grammatical rules to reading unknown words. 	<ul style="list-style-type: none"> - Read a range of texts aloud (including poetry), showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> - Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Ask a broad range of questions to improve their understanding. - Retrieve and record information from non-fiction and fiction texts including detailed textual references from different places in the text. - Summarise in depth the main ideas throughout reading drawing from more than one paragraph, identify key details that support the main ideas. 	<ul style="list-style-type: none"> - Explain and discuss their understanding of what they have read through presentations and debates. - Self correct using context and read over. - Discuss, understand and explore the meaning of technical vocabulary in context. - Infer characters' feelings, thoughts and motives from their actions from different points in the text. Justify inferences with evidence. - Predict and deduce what might happen stating relevant evidence. 	<ul style="list-style-type: none"> - Recite a wider range of poetry by heart. - Read books that are structured in different ways and read for a range of purposes. - Identify and explain how a variety of different presentation types contributes to meaning. - Increase 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. - Identify and discuss themes and conventions in and across a wide range of writing. - Distinguish between statements of fact and opinion. 	<ul style="list-style-type: none"> - Identify and explain how a range of language structures contribute to meaning. - Discuss and evaluate how the authors use of language, including figurative language, impacts upon the reader. 	<ul style="list-style-type: none"> - Recommend books that they have read to their peers, giving reasons for their choices. - Make comparisons within and across books. - 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 challenge views courteously.

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