






ASSESSING READING YEARS 1-6

(CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES)



Strand	Y1 Orange	Y2 Gold	Y3 Lime	Y4 Brown	Y5 Dark Blue	Y6 Black
<p>RANGE OF TEXTS (1RT1 AND 2RT1)</p> <p>CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES</p> 	<ul style="list-style-type: none"> Listen to and discuss a wide-range of poems, stories and non-fiction (at a level beyond that which can be read independently). Become very familiar with key stories, fairy stories and traditional tales, (retelling them and) considering their particular characteristics. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction (at a level beyond that which can be read independently). Become increasingly familiar with (and retelling) a wider range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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 	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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
	<ul style="list-style-type: none"> Begin to be introduced to non-fiction books that are structures in different ways Read and use captions Read and follow simple instructions 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes
	<ul style="list-style-type: none"> Learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> Learn a wider range of poetry by heart. Prepare 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 	<ul style="list-style-type: none"> Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tome and volume so that the meaning is clear to an audience
	<ul style="list-style-type: none"> Answer and ask questions about the books within this range. 	<ul style="list-style-type: none"> Answer and ask questions about the books within this range. 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text within this range. 	<ul style="list-style-type: none"> Ask questions to improve their understanding of texts within this range. 	<ul style="list-style-type: none"> Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range 	<ul style="list-style-type: none"> Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range
	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Recommend books they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> 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. Recommend books they have read to their peers, giving reasons for their choices



(CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES)						
Strand	Y1	Y2	Y3	Y4	Y5	Y6
WORD READING PHONIC KNOWLEDGE 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words 	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> Continue to blend phonemes as a prime approach to unfamiliar words Identify syllabic patterns Read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning 	<ul style="list-style-type: none"> Continue to blend phonemes as a prime approach to unfamiliar words Identify syllabic patterns Read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning 		
KNOWLEDGE OF GPCS	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	<ul style="list-style-type: none"> Read HFWs on sight Recognise less common digraphs and trigraphs, exploring word families 				
BLENDING	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 				
EXCEPTION WORDS	<ul style="list-style-type: none"> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Be able to read by sight tricky words 	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply knowledge of exception words. 	<ul style="list-style-type: none"> Apply knowledge of exception words
BEGINNINGS/ENDINGS/ROOTS	<ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 	<ul style="list-style-type: none"> Read words containing common suffixes 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
SYLLABLES	<ul style="list-style-type: none"> Read other words of more than one syllable that contain taught GPCs 	<ul style="list-style-type: none"> Read accurately words of two or more syllables that contain the same graphemes as above 				
OMISSION	<ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 			<ul style="list-style-type: none"> Understand how words can be formed from longer words e.g. o'clock 	<ul style="list-style-type: none"> Understand how words can be formed from longer words e.g. o'clock
ACCURACY	<ul style="list-style-type: none"> read 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 Use syntax and context to self-correct when reading for accuracy and meaning 	<ul style="list-style-type: none"> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Use syntax, context and word structure when reading for meaning 				
FLUENCY	<ul style="list-style-type: none"> Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Read age appropriate books aloud with confidence and fluency including intonation that shows 	<ul style="list-style-type: none"> Read age appropriate books aloud with confidence and fluency including intonation that shows 	<ul style="list-style-type: none"> Read age appropriate books aloud with confidence and fluency including intonation that shows 	<ul style="list-style-type: none"> Read age appropriate books aloud with confidence and fluency including intonation that shows

			understanding	understanding	understanding	understanding
(CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES)						
Content Domain	Y1	Y2	Y3	Y4	Y5	Y6
<p>1A DRAW ON KNOWLEDGE OF VOCABULARY TO UNDERSTAND TEXTS</p> <p>2A GIVE/EXPLAIN THE MEANING OF WORDS IN CONTEXT</p> 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Discussing and clarify the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> Check that the text makes sense, discuss their understanding and explain the meaning of words in context. Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Check that the text makes sense, discuss their understanding and explain the meaning of words in context. Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Check that the book makes sense, discuss their understanding and explore the meaning of words in context. Collect words and explain the meaning of their origin Build a bank of useful terms and phrases 	<ul style="list-style-type: none"> Check that the book makes sense, discuss their understanding and explore the meaning of words in context. Collect words and explain the meaning of their origin Build a bank of useful terms and phrases
<p>1B IDENTIFY/EXPLAIN KEY-ASPECTS OF FICTION AND NON-FICTION TEXTS, SUCH AS CHARACTERS, EVENTS AND INFORMATION</p> <p>2B RETRIEVE AND RECORD INFORMATION/IDENTIFY KEY DETAILS FROM FICTION AND NON-FICTION</p> 	<ul style="list-style-type: none"> Identify the main events and characters in stories Find specific information in simple texts Identify features of non-fiction text Begin to locate information by page numbers Understand and use alphabetically ordered texts 	<ul style="list-style-type: none"> Identify events in stories Understand time and sequential relationships in stories Read charts and diagrams which explain a process Note structural features including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points Use dictionaries, glossaries Read flow charts 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Identify features of balanced arguments 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Identify features of balanced arguments
<p>1C IDENTIFY AND EXPLAIN THE SEQUENCE OF EVENTS IN TEXTS</p> <p>2C SUMMARISE IDEAS FROM MORE THAN ONE PARAGRAPH</p> 	<ul style="list-style-type: none"> Link what is read or heard read to own experiences Explain clearly their understanding of what is read to them. Discuss the significance of the titles and events. 	<ul style="list-style-type: none"> Discuss the sequence of events in books. Discuss how items of information are related. Explain and discuss their understanding of books, poems and other material, both those 	<ul style="list-style-type: none"> Retell main points in sequence referring to opening, build up etc Consider credibility of events Identify main ideas drawn from more than one paragraph and summarise these Retell main points 	<ul style="list-style-type: none"> Retell main points in sequence Refer to opening, build up etc Consider credibility of events Identify main ideas drawn from more than one paragraph and summarise these Retell main points 	<ul style="list-style-type: none"> Understand aspects of narrative structure including how chapters are linked together and how passing of time is conveyed to reader Summarise the main ideas drawn from more than one paragraph, identifying key details that 	<ul style="list-style-type: none"> Understand aspects of narrative structure including how chapters are linked together and how passing of time is conveyed to reader Summarise the main ideas drawn from more than one paragraph, identifying key details that

		<p>that they listen to and those that they read for themselves.</p> <ul style="list-style-type: none"> • Discuss events in stories 	<p>discuss characters feelings, behaviour, relationship and make judgements</p>	<p>discuss characters feelings, behaviour, relationship and make judgements</p>	<p>support the main ideas</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, providing reasoned justifications for their views. • Distinguish between statements of fact and opinion 	<p>support the main ideas</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, providing reasoned justifications for their views. • Distinguish between statements of fact and opinion
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Content Domain	Y1	Y2	Y3	Y4	Y5	Y6
<p>1D MAKE INFERENCES FROM THE TEXT</p> <p>2D MAKE INFERENCES FROM THE TEXT/ EXPLAIN INFERENCES AND JUSTIFY THEM WITH EVIDENCE FROM THE TEXT</p> <p>1E PREDICT WHAT MIGHT HAPPEN ON THE BASIS OF WHAT HAS BEEN READ SO FAR</p> <p>2E PREDICT WHAT MIGHT HAPPEN FROM DETAILS STATED AND IMPLIED</p> 	<ul style="list-style-type: none"> • Make 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 	<ul style="list-style-type: none"> • Make 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 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Compare the usefulness of techniques such as prediction in exploring the meaning of texts 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Compare the usefulness of techniques such as prediction in exploring the meaning of texts 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Provide reasoned justifications for their views • Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Provide reasoned justifications for their views • Predict what might happen from details stated and implied
<p>2F IDENTIFY/EXPLAIN HOW INFORMATION/ NARRATIVE CONTENT IS RELATED AND CONTRIBUTES TO MEANING AS A WHOLE</p> 			<ul style="list-style-type: none"> • Identify how structure, and presentation contribute to meaning • Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of texts 	<ul style="list-style-type: none"> • Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of texts • Identify how structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • Appraise a text quickly, deciding on its value/usefulness/quality Identify how structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Appraise a text quickly, deciding on its value/usefulness/quality Identify how structure and presentation contribute to meaning

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Content Domain	Y1	Y2	Y3	Y4	Y5	Y6
<p>2G IDENTIFY/EXPLAIN HOW MEANING IS ENHANCED THROUGH CHOICE OF WORDS AND PHRASES</p> 	<ul style="list-style-type: none"> • Comment on features of language • Awareness of simple text structure • Identify story language • Recognising and join in with predictable phrases 	<ul style="list-style-type: none"> • Identify and discuss patterns of rhyme • Discuss meanings of words/phrases that create humour • Recognise simple, recurring literary language in stories and poetry. • Discuss favourite words and phrases 	<ul style="list-style-type: none"> • Identify how language contributes to meaning • Explore how different texts appeal to readers using varied sentence structures and descriptive language • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Identify how language contributes to meaning • Explore how different texts appeal to readers using varied sentence structures and descriptive language • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Identify how language contributes to meaning • Explore how writers use language for comic and dramatic effects • Understand how writers use different structures to create coherence and impact • Recognise rhetorical devices used to argue, persuade, mislead and sway the reader • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • Identify how language contributes to meaning • Explore how writers use language for comic and dramatic effects • Understand how writers use different structures to create coherence and impact • Recognise rhetorical devices used to argue, persuade, mislead and sway the reader • Identify features of balanced arguments • Read and understand official language, footnotes, instructions etc • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<p>2H MAKE COMPARISONS WITHIN THE TEXT</p> 	<ul style="list-style-type: none"> • Make comparisons with similar texts or author • Notice the difference between spoken and written forms 	<ul style="list-style-type: none"> • Notice difference between spoken and written language comparing oral and written recounts • Discuss familiar story themes • Collect and categorise poems 	<ul style="list-style-type: none"> • Make comparisons within books • Identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Make comparisons within books • Identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Make comparisons within and across books • Identify and discuss themes and conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> • Make comparisons within and across books • Identify and discuss themes and conventions in and across a wide range of writing.