



Reading Assessment Grids

September 2016

Name:		Academic Year:	
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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YEAR ONE

	Working Towards the Standard (WTS) 2	Expected Standard (EXS) 3	Greater Depth (GDS) 4
Word Reading	<p>Responds with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Uses phonic knowledge to decode regular words and attempts to read some common irregular words.</p> <p>Reads and understands simple sentences</p>	<p>Responds speedily with the correct sound to graphemes for all 40+ phonemes,</p> <p>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; blends sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develops fluency through re-reading books.</p> <p>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Reads words with contractions</p>	<p>Reads other words of more than one syllable that contain beyond taught GPCs. Is working on the Y2 programme of study for word reading.</p> <p>Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words</p> <p>Reads aloud more complex books, including those beyond their chronological age.</p>
Comprehension	<p>Reading is seen as a pleasurable activity</p> <p>Demonstrates understanding of what is read to them.</p> <p>Recognises and joins in with predictable phrases and is able to retell familiar stories.</p> <p>Understands both the books they can already read and those they listen to – may demonstrate this through role-play.</p> <p>Checking, with prompting, that text makes sense to them and can self-correct with support.</p> <p>Begins to understand the difference between fiction and non-fiction</p> <p>Begins to participate in discussions about books.</p>	<p>Reading is seen as a pleasurable activity and demonstrates this by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - becoming very familiar with key stories and being able to retell them.</p> <p>Can recite some simple poems by heart. Discusses word meanings, linking new meanings to those already known.</p> <p>Understands both the books they can already read accurately and fluently and those they listen to by: - Checking that the text makes sense to them as they read and self-correct - Predicting what might happen on the basis of what has been read so far -making inferences</p> <p>Is able to discuss the significance of titles and events.</p> <p>Understands the difference between fiction and non-fiction</p> <p>Participates in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Reading is seen as a pleasurable activity and demonstrates this through talking confidently about preferences and beginning to develop some favourite authors, poems or genres. Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Understands both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done and making sensible predictions supported by reasons based on age-appropriate texts.</p> <p>Demonstrates an awareness of how to use age-appropriate non-fiction books to find information.</p> <p>Contributes confidently to discussions about books.</p>

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YEAR TWO			
	Working Towards the Standard (WTS) 2	Expected Standard (EXS) 3	Greater Depth (GDS) 4
Word Reading	<p>Usually reads aloud books consistent with phonic knowledge with increasing accuracy and fluency and can self-correct when whilst reading.</p> <p>Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words.</p>	<p>Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.</p> <p>Re-reads books to build up fluency and confidence.</p>	<p>Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence.</p>
Comprehension	<p>Reading is seen as a pleasurable activity</p> <p>Discusses the sequence of events in books and how items of information are related</p> <p>Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognises simple recurring literary language in stories and poetry</p> <p>Demonstrates understanding of both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far - talking about key characters and events <p>Recognises some of the features of non-fiction texts</p>	<p>Reading is seen as a pleasurable activity.</p> <p>Listens to, discusses and expresses 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.</p> <p>Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts. <p>Demonstrates knowledge of non-fiction books that are structured in different ways.</p>	<p>Reading is seen as a pleasurable activity and interest is pursued in particular texts e.g. genre, author, topic.</p> <p>Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - making plausible inferences and predictions based on what has been read, offered and explained. - answering and asking questions <p>Demonstrates an understanding of more challenging age appropriate texts.</p>

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YEAR THREE

	Working Towards the Standard (WTS) 2	Expected Standard (EXS) 3	Greater Depth (GDS) 4
Word Reading	Phonic knowledge and skills are consistently applied to decode quickly and accurately. Needs support to read longer unknown words.	Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Reads with fluency, more challenging texts (including those beyond their chronological age), and selects strategies to decode new words. Is beginning to clarify meaning of new words through contextual cues.
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Self-correcting, when text does not make sense and beginning to use appropriate intonation when reading aloud. - Demonstrating knowledge of a developing range of poetry, stories and non-fiction. - Recognising and understanding the different structures of non-fiction books that have been introduced. - Showing an increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Asking and answering simple questions appropriately, including some simple inference on what is said and done. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading accurately at speed to allow a focus on understanding rather than decoding individual words. <p>Checks that the text makes sense by questioning unfamiliar words or phrases.</p> <ul style="list-style-type: none"> - Reads aloud and performs, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry [for example, freeverse, narrative poetry] <p>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <ul style="list-style-type: none"> - Discussing words and phrases that capture the reader's interest and imagination. - Using dictionaries to check the meaning of words that they have read. - Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Predicting what might happen from details stated and implied. - Drawing simple inferences such as inferring characters' feelings. - Retrieving and recording information from non-fiction, using contents pages to locate information. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading independently both aloud and silently. When reading aloud there is an awareness of audience. (e.g. changes in voice and pace) - Using appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Justifying inferences and deductions with evidence from the text.

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YEAR FOUR

	Working Towards the Standard (WTS) 2	Expected Standard (EXS) 3	Greater Depth (GDS) 4
Word Reading	Generally reads fluently, decoding most new words, beginning to read further exception words.	<p>Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</p>	<i>Reads a wider of challenging texts that are above chronological age with fluency and understanding.</i>
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <p>Reading accurately at speed with appropriate intonation and re reads passage to ensure understanding.</p> <p>Reading and re reading a variety of texts around known authors.</p> <p>Uses contents page in non-fiction text to retrieve information and can use the index with support.</p> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Recognising themes in stories such as good v evil and journeys. - Identifying text types and their conventions (newspaper headlines, letters) - Predicting what might happen from specific details implied such as a character's feelings. - With support can discuss how an author has used key phrases to create an effect. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Confidently reading aloud and performing with clear intonation to show understanding. - When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. - Reading books that are structured in different ways and reading for a range of purposes. - Beginning to choose from a wider range of books including new authors not previously chosen. - Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Discussing the style and type of vocabulary used by the author to support comprehension of texts. - Identifies main ideas drawn from more than one paragraph and summarises these. - Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. - Justifying predictions with evidence from the text. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. <p>Uses dictionaries to check the meaning of words they have read.</p> <p>Confidently records and retrieves information from non-fiction using contents and indexes.</p> <ul style="list-style-type: none"> - Recognising an increasing range of different forms of poetry. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading silently with increasing stamina and appraises the text. - Shows awareness of audience when reading out loud selecting a range of appropriate techniques to suit. - Discusses texts from a wider variety of writers, referring to their writing styles and themes. - When using non-fiction texts explaining the purpose and being able to use organisational devices such as glossaries. _____ <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views. - Beginning to comment on the effectiveness of the author's choice of language.

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YEAR FIVE

	Working Towards the Standard (WTS) 2	Expected Standard (EXS) 3	Greater Depth (GDS) 4
Word Reading	Usually reads fluently with growing confidence and independence. Reads most words and attempts to decode unfamiliar words instinctively.	Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).	Reads a wide range of challenging texts that are above chronological age with fluency and understanding.
Comprehension	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently reading both fiction and non-fiction. - Reading silently a variety of texts and discussing what they have read. Checking that the text makes sense by questioning unfamiliar words and phrases. - Choosing a wider range of texts including authors that they may not have previously chosen. - Recognising and explains the structural conventions of common text types. - Retrieving and recording information from non-fiction using contents and index pages. - Discussing language used in a variety of texts and explaining how the writer has used these to enhance meaning. - Summarising the main ideas in a text. - Drawing inferences and justifies with evidence. 	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently choosing to read for enjoyment both fiction and non-fiction. - Recommending books to others based on own reading experiences. - Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. - Demonstrating an increasing familiarity with a wide range of books from different genres. - Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently, - Understanding the conventions of different types of writing, using some technical terms when discussing texts. - In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. - Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied. - Summarising the main ideas drawn from longer texts, identifying key details that support the main idea. 	<p>Reads a wide range of challenging texts that are above chronological age with fluency and understanding.</p> <p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Showing awareness of the audience when reading out loud, using a range of devices for effect. - Recommending texts based on personal choice, giving reasons for these choices. - Actively engaging with a wide variety of genres, identifying the characteristics of text types and differences between genres providing examples from their wider reading experiences. - Evaluating the use of authors' language and explaining how it has created an effect and impact on the reader. - Navigating and efficiently retrieving a variety of information from a variety of fiction and non-fiction sources. - Showing empathy towards a character and justifying reasons for their actions and opinions. - Making notes when analysing texts starting to include précis paragraphs.

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YEAR SIX

	Working Towards the Standard (WTS) 2	Expected Standard (EXS) 3	Greater Depth (GDS) 4
Word Reading	Reads fluently, confidently and independently. With some support, determines the meaning of new words.	Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).	<i>Confidently reads a wider range of challenging texts that are above chronological age with fluency and understanding.</i>
Comprehension	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently reading both fiction and non-fiction. - Showing awareness of the audience making use of appropriate intonation when reading aloud. - Continuing to build an increasing familiarity with a wide range of books and texts. - Comparing and contrasting the conventions of different types of writing with some support using technical terms. - Explaining the themes within a text and making references to support them. - Knowing the difference between fact and opinion and with support can spotting examples in a given text. - Efficiently retrieving non-fiction information, summarising the main ideas and makes notes. - Drawing inferences and making predictions based on details which are stated and implied 	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently choosing to read for enjoyment both fiction and non-fiction. - Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the audience. - Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. - Learning a wide range of poetry by heart. - Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text. - Commenting on how language, including figurative language, is used to contribute to meaning - Asking questions about a text. e.g. context and comparison with other texts. - Drawing inference from a wide range of texts (e.g. plays. Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Making predictions based on details stated and implied. - Distinguishing independently between statements of fact and opinion. - In non-fiction, retrieving records and presents information to other readers both formally and informally. - Identifying key details that support main ideas, précis paragraphs and summarising content drawn from longer texts. - Explaining and discussing their understanding of what they have read independently or texts that have been read to the individual. e.g. through formal presentations and debates. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Confidently performing given texts including poems, using a wide range of devices to engage the audience and for effect. - Recommending authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice. - Comparing language, structure and presentation across texts and debating which is most effective. - Critically analysing the use of language, including figurative language and how it is used for effect, challenging key ideas within a text. - Reading extended texts, including novels, examining how characters change and develop, drawing inferences based on indirect clues, justifying their thinking. - Giving counter-arguments to an alternative viewpoint, based on evidence from the text. - Analysing texts and drawing out key information to support their own research, summarising the main ideas in a text. - Comparing and contrasting characters within one text and across other texts. - Categorising texts according to different criterion, including key themes and conventions. - Being motivated to independently use reading to retrieve and investigate information across a wide range of non-fiction texts.

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YEAR SIX

**GIFTED AND TALENTED
(KEY STAGE 3 CURRICULUM)**

Subject Content

- Develop an appreciation and love of reading, and read increasingly challenging material independently through:
- Read a wide range of fiction and non-fiction including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
 - English literature, both pre-1914 and contemporary, including prose, poetry and drama
 - Shakespeare (two plays)
 - Seminal world literature.
 - Choosing and reading books independently for challenge, interest and enjoyment.
 - Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- Understand increasingly challenging texts through:
- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - Making inferences and referring to evidence in the text.
 - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
 - Checking their understanding to make sure that what they have read makes sense.
- Read critically through:
- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organizational features, presents meaning.
 - Recognising a range of poetic conventions and understanding how these have been used.
 - Studying setting, plot and characterization, and the effects of these.
 - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
 - Making critical comparisons across texts.
 - Studying a range of authors, including at least two authors in depth each year.

