

Reading Assessment Criteria.

Pre Reading Standard	Can hold books the right way up and turn the pages Handles books carefully Shows curiosity about books and chooses to look at books independently Can recognise familiar words and signs such as their own name, advertising logos, other common words (eg mum, dad) Listens attentively to stories and other texts as they are read aloud (age appropriate) Is beginning to talk about texts Can retell an event in a story or information from a non-fiction text (may only be brief) 'pretends' to read familiar texts, drawing on memory, language patterns and illustrations as prompts Knows that text runs from left to right and top downwards in English
Standard 1	Can distinguish between a word, a letter, a space Can understand the terms: nook, cover, beginning, middle, end, page, word, letter, line When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next Can sequence the important parts of a story that is known to the reader in order Can state simple likes/dislikes about familiar texts Can talk about the main points/key events in a text eg main story setting, events, character Knows that information can be retrieved from different sources such as books, posters and computers With support, can find information to help answer simple, literal questions Can talk about main points or key events in a simple text Is beginning to make predictions based on titles, text, blurb and/or illustrations Knows the function of full stops when reading and shows this in their reading aloud
Standard 2	Can read aloud and is beginning to use expression to show awareness of punctuation Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts Notes unfamiliar and interesting words (wow words) Can choose a book from a selection and explain why chosen Can use growing knowledge of vocabulary to establish meaning when reading aloud Can retell known stories, including significant events/main ideas in sequence Can make plausible predictions about the plot of an unknown story, using the text and other book features Can make plausible predictions about characters, using knowledge of the story and own experiences With support, can answer simple questions/find information in response to a direct question Can express opinions about main events and characters in stories eg good and bad characters Is beginning to identify when reading does not make sense and attempts to self-correct Can retell an unknown story (one reading) using beginning, middle and end; retelling may only be in simple terms but has general gist of the story and its sequence Can use the front cover and book title as well as illustrations and the words inside to make reading choices Can locate specific information on a given page in response to a question Can comment on obvious characteristics and actions of characters in stories

<p>Standard 3</p>	<p>Can identify when reading does not make sense and self-corrects in order for the text to make sense</p> <p>Can locate some specific information eg key events, characters' names, key information in non-fiction text</p> <p>Can make predictions about a text using a range of clues eg experience of books by same author/books of a similar theme, book title, cover and blurb</p> <p>Can provide simple explanations about events or information eg why a character behaved in a particular way</p> <p>Is beginning to talk about features of certain non-fiction texts (non-chronological reports, information poster, letter)</p> <p>Is beginning to use contents and index pages to locate information in non-fiction texts</p> <p>Can explain the meaning of interesting 'wow' words in context, including words with common prefixes and suffixes</p> <p>Can summarise a story, giving the main points clearly in sequence</p> <p>Can distinguish between fiction and non-fiction</p> <p>Having read a text, can find answers to questions, both written and oral</p> <p>Can discuss reasons for events in stories by beginning to use clues in the story</p> <p>Can demonstrate how to use information texts eg using layout, index, contents page, glossary</p>
<p>Standard 4</p>	<p>Can read independently using a range of strategies to decode unfamiliar words and to establish meaning</p> <p>Can read aloud with expression and intonation taking into account .?;! and ' for contractions, as well as inverted commas for dialogue</p> <p>Can summarise the main points in a text</p> <p>Can make plausible predictions based on knowledge from/of the text and wider connections (eg other texts of same theme, texts by same author, personal connection child makes)</p> <p>Can explain how and why main characters act in certain ways, using evidence from the text</p> <p>Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts</p> <p>Understands the purpose of a paragraph/chapter</p> <p>Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index</p> <p>Can read all Y1/2 high frequency words</p> <p>Is able to quote directly from the text to answer questions</p> <p>Is beginning to scan texts to locate specific information</p> <p>Is beginning to use text marking to support retrieval of information or ideas from texts eg highlighting notes in margin</p> <p>Can identify reasons for actions and events based on evidence in the text</p> <p>Can explore potential meanings of ambitious vocabulary read in context using knowledge of word origin, morphology (root plus prefix/suffix) or context of word</p> <p>Sometimes empathises with different characters' point of view in order to explain what characters are thinking/feeling and the way they act</p> <p>Can identify the differences between a wider range of non-fiction text types (eg instructions, explanations)</p>

	<p>Can sometimes use clues from action, description and dialogue to help establish meaning Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act</p>
<p>Standard 5</p>	<p>Can read aloud with intonation and expression, taking into account presentational devices and a more sophisticated range of punctuation, including ... () - Can read confidently and independently using a range of strategies appropriately to establish meaning Can skim read texts to gather the general impression of what has been written Can scan texts to locate specific information Can use text marking to support retrieval of information or ideas from texts Can summarise and explain main points in a text Can use clues from action, description and dialogue to help establish meaning Can read some Y4/5 high frequency words Can use knowledge of text structure to locate information Can identify the ways in which paragraphs are linked eg use of connecting adverbs or pronouns for character continuity Is able to quote directly from text to support thoughts and discussions Can work out meanings of ambitious words/phrases in context Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act Can identify the effects of different words and phrases to create images and atmosphere Can sometimes discuss how a text affects the reader and the language the author has used to create those feelings Is beginning to identify differences between some different fiction genres Can sometimes explain different characters' points of view Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution</p>
<p>Standard 6</p>	<p>Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation Can clarify the meaning of unknown words from the way they are used in context Can skim and scan to identify key ideas in a text Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents/index Can explore potential alternatives that could have occurred in texts, referring to texts to justify their ideas Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries Can identify some features of different fiction genres Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text Can identify the point of view from which a story is told Can compare and discuss the structures and features of a range of non-fiction texts Can discuss how an author builds a character through dialogue, action and description Can discuss how a text may affect a reader and refer back to the text to back up a point of view</p>

	<p>Can read all the Y4/5 high frequency words</p> <p>Can infer and deduce meaning based on evidence drawn from different points in text</p> <p>Can distinguish between fact and opinion</p> <p>Can compare and discuss different texts to discover how they are similar and how they are different in terms of character, setting, plot, structure and themes</p> <p>Can justify preferences in terms of authors' styles and themes</p> <p>Can decide on the quality and the usefulness of a range of texts and explain clearly to others</p>
Standard 7	<p>Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context</p> <p>Can read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account</p> <p>Can confidently skim and scan non-fiction texts to speed up research</p> <p>Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications</p> <p>Can identify and discuss features of fiction genres</p> <p>Can identify the point of view of some texts and how this impacts on the reader</p> <p>Can summarise information from different points in the same texts or across a range of texts</p> <p>Can clearly identify and retrieve relevant points and key ideas from different points in the text and across a range of texts</p> <p>Can use quotations and text references to support ideas and arguments</p> <p>Can explain a character's motives throughout a text and use evidence from the text to back up opinions</p> <p>Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences</p> <p>Can recognise which character the writer wants to like or dislike</p> <p>Can recognise the use of irony and comment on the writer's intention (eg sarcasm, insincerity, mockery)</p> <p>Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole</p> <p>Can investigate texts to confirm and justify reasoned predictions and opinions</p> <p>Can explain how the structural choices support the writer's theme or purpose</p> <p>Can evaluate relationships between characters, referring back to the text to support thoughts and judgements</p> <p>Can explain how the author has used different language features and the effect of these on the reader</p>
Entry 1	<p>Reading - Read and understand short, simple texts that explain or recount information</p> <p>2.1 Read and understand simple regular words and sentences</p> <p>2.2 Understand short texts on familiar topics and experiences</p>
Entry 2	<p>2 Reading - Read and understand short, simple texts that explain or recount information</p> <p>2.1 Understand the main events in chronological texts</p> <p>2.2 Read and understand simple instructions and directions</p> <p>2.3 Read and understand high frequency words and words with common spelling patterns</p> <p>2.4 Use knowledge of alphabetical order to locate information</p>

<p>Entry 3</p>	<p>2 Reading - Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p> <p>2.1 Understand the main points of texts 2.2 Obtain specific information through detailed reading 2.3 Use organisational features to locate information 2.4 Read and understand texts in different formats using strategies/techniques appropriate to the task</p>
<p>Level 1</p>	<p>2 Reading - Read and understand a range of straightforward texts</p> <p>2.1 Identify the main points and ideas and how they are presented in a variety of texts 2.2 Read and understand texts in detail 2.3 Utilise information contained in texts 2.4 Identify suitable responses to texts In more than one type of text.</p>
<p>Level 2</p>	<p>2 Reading - Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions</p> <p>2.1 Select and use different types of texts to obtain and utilise relevant information 2.2 Read and summarise, succinctly, information/ideas from different sources 2.3 Identify the purposes of texts and comment on how meaning is conveyed 2.4 Detect point of view, implicit meaning and/or bias 2.5 Analyse texts in relation to audience needs and consider suitable responses In three or more texts.</p>