

Key Assessment Criteria

Being a reader



The key assessment criteria for reading have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as readers.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

What the National Curriculum requires in reading at Y1

Word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

Word reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding 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
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Comprehension

What the National Curriculum requires in reading at Y2

Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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
- re-read these books to build up their fluency and confidence in word reading.

Word reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Comprehension

What the National Curriculum requires in reading at Y3 and Y4

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Word reading

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

Comprehension

What the National Curriculum requires in reading at Y5 and Y6

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words that they meet.

Word reading

Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Comprehension

KS1 Reading 2016:

The expected standard

2016

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in reading by the end of Key Stage One.

Making inferences

- Make simple and general inferences based on the text
- Make simple and general predictions based on the text

Comprehension

- Identify the meaning of vocabulary in context
- Identify sequences of events in a range of straightforward texts
- Identify how information is related and/or organised within texts

Provide simple explanations for:

- The significance of titles in fiction and non-fiction texts
- Events and characters' actions
- Key information
- Retrieve details from fiction and non-fiction to demonstrate understanding of character, events and information

Language for effect

- Identify simple and recurring literary language

KS2 Reading 2016: The expected standard

2016

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in reading by the end of Key Stage Two.

Themes and conventions

- Accurately identify the features, themes and conventions of a range of fiction
- Accurately identify the features, themes and conventions of a range of non-fiction text types and forms
- Draw on evidence within texts to explain how themes emerge and conventions are applied in a range of genres and conventions of fiction and non-fiction

Making inferences

- Make developed inferences drawing on evidence from the text
- Explain and justify inferences, providing evidence from the text to support reasoning
- Make developed predictions that are securely rooted in the text

Comprehension

- Show an understanding of the meaning of vocabulary in context
- Accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts
- Identify language, structural and presentational features used in texts
- Provide developed explanation for key information and events and characters' actions and motivations
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts
- Retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information
- Make accurate and appropriate comparisons within texts
- Correctly distinguish between statements of fact and opinion

Language for effect

- Identify a range of figurative language
- Explain the effect of figurative language

Year 1

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ▪ I know when to use phonic knowledge to decode words. ▪ I read common words using phonic knowledge, where possible. ▪ I read words of more than one syllable that contain taught GPCs. ▪ I read phonically decodable texts. 	<ul style="list-style-type: none"> ▪ I know which parts of words can be decoded using phonics. ▪ I blend sounds in unfamiliar words based on known GPCs. ▪ I read words with familiar endings - s, es, ing, ed, er, est. ▪ I read words which have the prefix -un added. ▪ I read phonically decodable texts, with confidence. ▪ I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset. 	<ul style="list-style-type: none"> ▪ I hear and recognise all 40+ phonemes. ▪ I match all 40+ graphemes to their phonemes (Phase 3). ▪ I identify all 40+ graphemes in my reading. ▪ I know that words can have omitted letters and that an apostrophe represents the omitted letters. ▪ I find contractions in my reading. ▪ I read words with contractions. ▪ I read compound words, for example, football, playground, farmyard, bedroom.
Reading for Pleasure	<ul style="list-style-type: none"> ▪ I know that there are different kinds of books. ▪ I know the difference between a story book and an information book. ▪ I can find the title, author and the illustrator of a book. ▪ I know some familiar stories. ▪ I recognise familiar story language. 	<ul style="list-style-type: none"> ▪ I say what I like or dislike about a book. ▪ I say if a story reminds me of another story or something that I have experienced. ▪ I listen to others' ideas about a book. ▪ I find familiar story language in stories read aloud to me or ones I have read independently. ▪ I retell key stories orally using narrative language. ▪ I recognise rhyming language. 	<ul style="list-style-type: none"> ▪ I say whether I agree or disagree with other's ideas. ▪ I say whether I agree or disagree with others' ideas. ▪ I say why I agree or disagree with ideas. ▪ I recognise repeated or patterned language. ▪ I recognise patterned language in the poems and rhymes I know. ▪ I know some poems and rhymes by heart.

Year 1 (continued)

Aspect	Autumn	Spring	Summer
Reading Accurately, with Fluency and with Understanding	<ul style="list-style-type: none"> ▪ I use picture clues to support my understanding. ▪ I use picture cues to deepen my understanding. ▪ I identify the characters in a story. ▪ I recognise a character's feelings. ▪ I say why a character has a feeling. 	<ul style="list-style-type: none"> ▪ I use prior knowledge to understand texts. ▪ I identify unfamiliar words and ask about meaning. ▪ I use the context to make informed guesses about the meaning of unfamiliar words. ▪ I make predictions based on the events in the story. ▪ I give an opinion about a character. ▪ I know that stories can have similar characters. 	<ul style="list-style-type: none"> ▪ I discuss the meaning of unfamiliar words with others. ▪ I know that stories can have similar patterns of events. ▪ I make links to other stories. ▪ I make links with characters in other stories. ▪ I can answer retrieval questions about a book. ▪ I use information from the story to support my opinion. ▪ I understand that a writer can leave gaps for the reader to fill. ▪ I answer questions which fill the gaps in a story. (Inference)

Year 2

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ▪ I understand the importance of decoding words automatically. ▪ I understand that some words cannot be decoded with phonic strategies. ▪ I use the graphemes taught to blend sounds. ▪ I know that phonemes may be represented by different graphemes. ▪ I know that familiar words do not need to be sounded out and blended. ▪ I read these familiar words automatically and accurately without sounding or blending. 	<ul style="list-style-type: none"> ▪ I know that the same grapheme may be read in different ways. ▪ I recognise alternatives and consider which will make more sense. ▪ I recognise syllables in words. ▪ I know that breaking words into syllables helps fluent decoding. ▪ I know that other strategies can be used to read unfamiliar words. ▪ I use other strategies to support fluent decoding. 	<ul style="list-style-type: none"> ▪ I read words of two or more syllables accurately. ▪ I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ I read these books fluently and confidently.
Reading for Pleasure	<ul style="list-style-type: none"> ▪ I know that there are different kinds of stories. ▪ I listen to or read a range of different kinds of stories. ▪ I make choices about the books I read. ▪ I know that non-fiction books are organised differently from fiction texts. ▪ I know that books or texts have a purpose. 	<ul style="list-style-type: none"> ▪ I explain why I prefer certain books or stories. ▪ I can retell stories with the key events in the correct sequence. ▪ I can retell a story with the key events and the characters. ▪ I know how to find information in a non-fiction book. ▪ I identify the purpose of a book or a text. ▪ I know that books and stories are set in different places and times. 	<ul style="list-style-type: none"> ▪ I decide how useful a non-fiction book is to find the information I need. ▪ I can find the setting or time in books or stories. ▪ I can discuss the setting or time in books.

Year 2 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure – Poetry	<ul style="list-style-type: none"> ▪ I know the difference between poetry and narrative ▪ I know that there are different kinds of poetry. ▪ I listen to different kinds of poetry. ▪ I talk about books or poems read. ▪ I know that stories and poems can have patterned or recurring literary language. 	<ul style="list-style-type: none"> ▪ I talk about the meaning of different poems. ▪ I recognise that a poem can tell a story. ▪ I learn a poem by heart. ▪ I give an opinion on books or poems read. ▪ I find patterned or recurring literary language in poems and stories. ▪ I find favourite words and phrases. 	<ul style="list-style-type: none"> ▪ I recite or perform a poem making the meaning clear. ▪ I talk about favourite words and phrases. ▪ I know that word choice affects meaning. ▪ I can explain why a writer has chosen a word to affect meaning.
Reading Accurately, with Fluency and with Understanding	<ul style="list-style-type: none"> ▪ I know that the purpose of reading is to make meaning. ▪ I know that there is a range of decoding strategies. ▪ I check that text I read makes sense. ▪ I re-read when I have lost the meaning. 	<ul style="list-style-type: none"> ▪ I self-correct when I have lost the meaning. ▪ I use prior knowledge and reading experiences to understand text. ▪ I use the context to understand texts. ▪ I ask questions to clarify understanding. ▪ I can find the answers to retrieval questions about stories, poems or non-fiction texts. ▪ I recognise that a writer can have a message for the reader. ▪ I can make predictions about possible events. 	<ul style="list-style-type: none"> ▪ I know what the inference - 'reading between the lines' - means. ▪ I find inferences about characters' feelings and thoughts. ▪ I can explain inferences about characters' feelings and thoughts. ▪ I give reasons for characters' actions or behaviour. ▪ I recognise key ideas in a text. ▪ I can explain a writer's message. ▪ I can make predictions about how characters might behave.

Year 3

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ▪ I know that phonics is one strategy to help me read unfamiliar words. ▪ I know when phonic strategies will help me to read a word and when they will not. ▪ I know what a root word is. ▪ I understand how to use a root word to help me read unfamiliar words. ▪ I use root words to help me read unfamiliar words. ▪ I use root words to help me understand the meaning of unfamiliar words. ▪ I know what prefixes and suffixes are. ▪ I understand how prefixes and suffixes can change the meaning of a word. ▪ I use prefixes and suffixes to read unfamiliar words. ▪ I use prefixes and suffixes to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> ▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ▪ I know that some words may have a similar pronunciation but may be written differently. ▪ I know that some of these are unusual. ▪ I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. ▪ I know that unfamiliar words can be read by using knowledge of similar words (analogy). 	<ul style="list-style-type: none"> ▪ I use analogy, drawing on the pronunciation of similar known words to read others.

Year 3 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure	<ul style="list-style-type: none"> ▪ I know that there are different kinds of narrative stories. ▪ I understand that a sequence of events in a narrative is called the plot. ▪ I can identify the plot in a narrative. ▪ I use a dictionary to check or find the meaning of new words. ▪ I know that there are different kinds of non-fiction books. ▪ I know that non-fiction books are structured in different ways. ▪ I know how to use a non-fiction book to find identified information. ▪ I identify any words that are unfamiliar. 	<ul style="list-style-type: none"> ▪ I understand that narratives can have differently structured plots. ▪ I talk about the different plot structures in genres read. ▪ I know that writers choose words and language to create an effect on the reader. ▪ I find effective words and language in reading that writers have used to create effects. ▪ I discuss a range of narrative stories and their similarities and differences. ▪ I choose books for specific purposes. ▪ I discuss the meaning of unfamiliar words identified. 	<ul style="list-style-type: none"> ▪ I recognise the literary language typical of narrative genres read. ▪ I recognise words and language that show the setting of a book – historical, cultural or social. ▪ I explain why a writer makes choices about words and language used. ▪ I discuss meaning of specific or unusual words used by authors to create effects. ▪ I explain why a writer has chosen specific words and language. ▪ I record words and language from reading to use in my own writing. ▪ I make connections between books written by the same author. ▪ I re-tell some of stories written by the same author by heart.

Year 3 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure - Poetry	<ul style="list-style-type: none"> ▪ I know that there are different forms of poetry. ▪ I recognise and name different types of poems which have been introduced. ▪ I know that words and language in poems create effects. 	<ul style="list-style-type: none"> ▪ I can discuss the meaning of words and language in poems. ▪ I understand that there can be more than one interpretation of a poem. ▪ I understand that the meaning of poems can be enhanced through performance. ▪ I watch performances of poems. 	<ul style="list-style-type: none"> ▪ I discuss how the meaning is enhanced through performance. ▪ I identify that intonation, tone, volume and action can be used to enhance meaning. ▪ I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading Accurately, with Fluency and with Understanding	<ul style="list-style-type: none"> ▪ I check understanding in any book or text that I read. ▪ I ask questions to ensure understanding of a text. ▪ I know that there will be unfamiliar words in a text. ▪ I know that texts have a main idea. ▪ I identify the main idea of a text. ▪ I know that the organisation and layout of a book helps me to understand it. ▪ I know how to find key words or information in a non-fiction text. 	<ul style="list-style-type: none"> ▪ I ask questions to deepen understanding of a text. ▪ I use the context of unfamiliar words to explain their meaning. ▪ I give a personal response to a text. ▪ I use evidence from the text to support my response. ▪ I use clues from the text to predict what might happen next. ▪ I know that the main idea in a narrative may also have a message for the reader. ▪ I know that the message in a book is called the theme. ▪ I recognise that books may have similar themes. ▪ I understand that the organisation and layout may be different according to the purpose of the book. ▪ I record key words or information found in a non-fiction text. 	<ul style="list-style-type: none"> ▪ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ▪ I explain my personal response. ▪ I listen to others' personal responses to a text. ▪ I adapt own response in the light of others' responses. ▪ I know that characters' actions can tell the reader about their thoughts, feelings and motives. ▪ I infer characters' feelings, thoughts and motives from their actions. ▪ I give reasons for predicting what might happen next. ▪ I identify the organisation and layout in books. ▪ I explain how the organisation and layout helps me to understand it.

Year 4

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ▪ I know that phonics is one strategy to read unfamiliar words. ▪ I know when phonic strategies will help to read a word and when they will not. ▪ I use knowledge of root words to help me read unfamiliar words. ▪ I use root words to help me understand the meaning of unfamiliar words. ▪ I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. ▪ I use prefixes and suffixes to help me understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> ▪ I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. ▪ I know that many words may have a similar pronunciation but may be written differently. ▪ I know that some of these are unusual. ▪ I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. ▪ I know that unfamiliar words can be read by using knowledge of known similar words (analogy). ▪ I use analogy drawing on the pronunciation of similar known words to read others 	
Reading for Pleasure	<ul style="list-style-type: none"> ▪ I know that there is a range of narrative stories. ▪ I discuss the range of narrative stories introduced so far and consider differences and similarities. ▪ I understand that these have different plot patterns. ▪ I know that the plot develops in different ways according to the plot pattern. ▪ I use a dictionary to check or find the meaning of new words. ▪ I find similarities in the books I read. ▪ I understand that writers open stories in different ways. 	<ul style="list-style-type: none"> ▪ I understand that a writer can use patterned language for effect. ▪ I find examples of patterned language for effect. ▪ I identify words and language that show the setting of a book – historical, cultural or social. ▪ I know that writers choose words and language to show atmosphere, mood or feelings. ▪ I find words and language in my reading that writers have used to show atmosphere, mood or feelings. ▪ I identify different openings in different books and I can compare different story openings. 	<ul style="list-style-type: none"> ▪ I explain how the writer has used words and language to show the setting of a book. ▪ I explain how the words and language used show atmosphere, mood or feelings. ▪ I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. ▪ I record words and language from my reading to use in my own writing. ▪ I find similarities in the use of language and openings in books experienced.

Year 4 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure - Poetry	<ul style="list-style-type: none"> ▪ I know that there are different forms of poetry. ▪ I know that words and language in poems create effects. 	<ul style="list-style-type: none"> ▪ I recognise and name different types of poems which have been introduced to me. ▪ I explain the effect created by the poet's choice of words and language. ▪ I know that poems may have patterned language. ▪ I find examples of patterned language in the poems I read. ▪ I explain the effect of patterned language in poems and why a poet might use it. ▪ I understand that the meaning of poems can be enhanced through performance. ▪ I enjoy watching performances of poems. 	<ul style="list-style-type: none"> ▪ I discuss how the meaning of a poem is enhanced through performance. ▪ I identify that intonation, tone, volume and action can be used to enhance meaning. ▪ I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading for Pleasure – Non-Fiction	<ul style="list-style-type: none"> ▪ I choose a specific non-fiction book for a specific purpose. ▪ I identify any words that are unfamiliar to me. ▪ I use dictionaries to check or find the meaning of unfamiliar words. 	<ul style="list-style-type: none"> ▪ I know where to find the specific information needed in my book. ▪ I know how to use a non-fiction book to find identified information. ▪ I discuss the meaning of the unfamiliar words identified. 	

Year 4 (continued)

Aspect	Autumn	Spring	Summer
Reading with understanding	<ul style="list-style-type: none"> ▪ I frequently empathise with a character. ▪ I identify the main idea/s of a text. ▪ I know that the main idea of a text can be summarised in a sentence. ▪ I know that many books have themes. ▪ I discuss the possible theme/s in books. ▪ I identify a theme in a book. ▪ I know that the organisation and layout of books vary according to the purpose of the book. 	<ul style="list-style-type: none"> ▪ I understand that a reader needs to interact with a text to understand it fully. ▪ I check understanding in any book or text read. ▪ I actively seek the meaning of any words or language not understood. ▪ I ask questions to ensure understanding of a text. ▪ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ▪ I understand that a writer wants the reader to respond in a certain way. ▪ I explain how the writer made sure of the reader's response, using evidence from the text. ▪ I compare with others' personal responses to a text. ▪ I understand why a character acted, responded or felt in a certain way. ▪ I make predictions based on the text and from knowledge from other books. ▪ I identify the main idea in paragraphs in a text. ▪ I summarise the main idea of a text in a sentence. ▪ I find evidence which shows what the theme is in a book. ▪ I explain why the evidence shows what the theme is. ▪ I use the organisation and layout of a book to find specific information. ▪ I record key words or information found 	<ul style="list-style-type: none"> ▪ I ask questions to deepen understanding of a text – between and beyond the lines. ▪ I find where the writer has written to make the reader respond in a certain way. ▪ I adapt my own response in the light of others' responses. ▪ I understand why a writer wanted the character to respond in a certain way. ▪ I infer meaning using evidence from events, description and dialogue. ▪ I make connections with books with similar themes. ▪ I skim to find specific information on a page or in a paragraph. ▪ I scan a page or paragraph to find key words or information.

Year 5

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ▪ I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ▪ I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
Reading for Pleasure – maintaining a positive attitude about reading	<ul style="list-style-type: none"> ▪ I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ▪ I know that these are structured in different ways. ▪ I know that non-fiction texts are structured to guide the reader to information. ▪ I can explain how the structure guides the reader to find specific information. ▪ I find words and language that are used for effect. ▪ I can explain how the words and language create a precise effect. 	<ul style="list-style-type: none"> ▪ I discuss and explain how and why different books have different structures. ▪ I can explain why I enjoyed a book or poem and who might also enjoy it. ▪ I evaluate the usefulness of a non-fiction book to research questions raised. ▪ I understand that a writer moves events forward through a balance of dialogue, action and description. ▪ I record effective words and language from reading to use in my own writing. 	<ul style="list-style-type: none"> ▪ I can explore how dialogue is used to develop character. ▪ I can explore how actions are added to dialogue to move events forward. ▪ I understand that writers use language for precise effect. ▪ I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. ▪ I understand that a writer uses different sentence structures and techniques to create effects. ▪ I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. ▪ I can record examples of effective techniques and structures from reading to use in my writing.

Year 5 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure - comprehension	<ul style="list-style-type: none"> ▪ I understand that there will be unfamiliar words in the texts I read. ▪ I use dictionaries to check or find the meaning of unfamiliar words. ▪ I ask questions to improve my understanding. ▪ I re-read to check that the text is meaningful. ▪ I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. 	<ul style="list-style-type: none"> ▪ I use meaning-seeking strategies to explore the meaning of words in context. ▪ I understand that inferences can be drawn from different parts of the text. ▪ I justify inferences with evidence from the text. ▪ I make predictions from evidence found and implied. ▪ I summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> ▪ I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. ▪ I understand that inferences can be made by reading between and beyond the lines. ▪ I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ▪ I explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – justifications for views	<ul style="list-style-type: none"> ▪ I give a personal point of view about a text. ▪ I explain the reasons for my viewpoint, using evidence from the text. ▪ I listen to others' ideas and opinions about a text. ▪ I make connections between other similar texts, prior knowledge and experience. ▪ I explain why there are connections, using evidence. ▪ I compare books with similar themes. 	<ul style="list-style-type: none"> ▪ I build on others' ideas and opinions about a text in discussion. ▪ I question others' ideas about a text. ▪ I compare different versions of texts. ▪ I explain the similarities and differences between different versions of texts. ▪ I explain how books written in different contexts can have similar themes. 	<ul style="list-style-type: none"> ▪ I evaluate the effectiveness of different versions of texts.

Year 5 (continued)

Aspect	Autumn	Spring	Summer
Retrieving Information from Text	<ul style="list-style-type: none"> ▪ I identify key information from my text. ▪ I summarise key information in sentences. ▪ I find key information from different parts of the text. ▪ I understand the difference between fact and opinion. ▪ I find examples of fact and opinion in texts and explain why one is fact and the other opinion. 	<ul style="list-style-type: none"> ▪ I use skimming and scanning to find the information I need. ▪ I make notes on the information I need. ▪ I organise my notes and present information. ▪ I summarise key information from different parts of the text. ▪ I present an oral overview or summary of a text. ▪ I understand that a narrative can be told from different points of view – narrator, character. ▪ I identify the point of view in a narrative. ▪ I understand that the writer may have a viewpoint. 	<ul style="list-style-type: none"> ▪ I explore how events are viewed from another perspective. ▪ I explain the writer's viewpoint with evidence from the text. ▪ I identify the writer's viewpoint, for example, how different characters are presented.

Year 6

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ▪ I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ▪ I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
Reading for Pleasure – Maintaining a positive attitude about reading	<ul style="list-style-type: none"> ▪ I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ▪ I know that texts can have elements of more than one text type. ▪ I identify the elements included in a text type. ▪ I can explain why I enjoyed a book or poem and who might also enjoy it. ▪ I evaluate the usefulness of a non-fiction book to research questions raised. 	<ul style="list-style-type: none"> ▪ I know that non-fiction texts may include a creative, fictional element. ▪ I can explain how the choices a writer has made about the structure of a text support its purpose. ▪ I can make predictions using knowledge of the conventions of different genres and text types. ▪ I understand that non-fiction texts may present the same information with different viewpoints. ▪ I identify the characteristics of a writer's style. ▪ I know that the word and language choices support the writer's purpose. ▪ I can record examples of words and language from reading to use in my own writing. 	<ul style="list-style-type: none"> ▪ I know that style and vocabulary are linked to the purpose of the text. ▪ I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. ▪ I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. ▪ I can explain the characteristics of a writer's style, using evidence. ▪ I can explain how the word and language choices support the writer's purpose, using evidence. ▪ I can explain how the techniques and structures used support the writer's purpose, using evidence. ▪ I record examples of techniques and structures from reading to use in my own writing. ▪ I can comment on the effectiveness of the writer's use of language structures and techniques.

Year 6 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure – comprehension	<ul style="list-style-type: none"> ▪ I understand that there will be unfamiliar words in the texts I read. ▪ I use dictionaries to check or find the meaning of unfamiliar words. ▪ I use meaning-seeking strategies to explore the words in context. ▪ I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. 	<ul style="list-style-type: none"> ▪ I ask questions to improve and deepen my understanding. ▪ I re-read to check that the text is meaningful. ▪ I know that a text may need to be read slowly or re-read to deepen my understanding. ▪ I know that texts have different layers of meaning – between the lines and beyond the lines. ▪ I summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> ▪ I can find the different layers of meaning in a text. ▪ I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. ▪ I make predictions from evidence found and implied. ▪ I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ▪ I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – justifications for views	<ul style="list-style-type: none"> ▪ I give a personal point of view about a text. ▪ I can explain the reasons for a viewpoint, using evidence from the text. ▪ I listen to others' ideas and opinions about a text. 	<ul style="list-style-type: none"> ▪ I build on others' ideas and opinions about a text in discussion. ▪ I question others' ideas about a text. ▪ I make connections between texts which may not initially seem similar. ▪ I can explain why there are connections, using evidence. ▪ I can explain the similarities and differences between different versions of texts. 	<ul style="list-style-type: none"> ▪ I identify themes in books which have different cultural, social or historical contexts. ▪ I compare and contrast themes in a range of books. ▪ I can explain how there are common themes in different books, using evidence from reading.

Year 6 (continued)

Aspect	Autumn	Spring	Summer
Explaining and Discussing own Understanding	<ul style="list-style-type: none"> ▪ I identify key information from a text. ▪ I summarise key information in sentences. ▪ I find key information from different parts of the text. ▪ I summarise key information from different parts of the text. ▪ I present an oral overview or summary of a text. ▪ I understand the difference between fact and opinion. ▪ I find examples of fact and opinion in texts. ▪ I can explain why one example is fact and another is opinion. ▪ I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. 	<ul style="list-style-type: none"> ▪ I understand that a narrative can be told from different points of view – narrator, character. ▪ I identify the point of view in a narrative. ▪ I can explore how events are viewed from another perspective. ▪ I identify the techniques used to create feelings, atmosphere, mood or messages. ▪ I can comment on how the writer's intent affects the reader. 	<ul style="list-style-type: none"> ▪ I know that points of view can also be implied. ▪ I identify implied points of view. ▪ I can explain implied points of view, using evidence. ▪ I understand that the writer may have a viewpoint. ▪ I identify the writer's viewpoint, for example, how different characters are presented. ▪ I can explain the writer's viewpoint with evidence from the text. ▪ I can explain the effect of the writer's viewpoint on the reader. ▪ I can explain how the techniques used create feelings, atmosphere, mood or messages.