HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In Reading

Reception – Reading   Name: _____.

Children aged 3 and 4	• Enjoys rhyming and rhythmic activities, shows awareness of rhyme and alliteration and recognises rhythm in spoken words
	• Listens to and joins in with stories and poems, one to one and also in small groups.
	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
	• Begins to be aware of the way stories are structured, suggests how the story might end and listens to stories with increasing attention and recall.
	• Describes main story settings, events and principal characters, whilst showing an interest in illustrations and print in books and the environment.
	• Recognises familiar words and signs such as own name and advertising logos.
	• Looks at books at home independently, handles them carefully and knows how information can be relayed in print.
	• Holds books the right way up, turns pages, reads from left to right/top to bottom in English and knows print can carry meaning.

		COMPREHENSION			WORD READING	
		Inference & Deduction	**Structure & Organisation**	**Vocabulary & Viewpoint**	**Decoding**	**Additional Strategies**
		• Knows that information can be retrieved from books and computers.		• Continues a rhyming string • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books.	**RWI** • hears and says initial sounds in words. • Segments the sounds in simple words and blends them together, knowing which letters represent some of them. • Links sounds to letters, sounding the letters of the alphabet. • Links sounds to letters, naming the letters of the alphabet. • Begins to read words. • Begins to read simple sentences.	
ELG		• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - • Anticipate – where appropriate – key events in stories; - • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.			• Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Exc			• They can describe the main events in the simple stories they have read.	• They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.	• Children can read phonically regular words of more than one syllable • as well as many irregular but high frequency words.	

Step	**b**	**b+**	**w**	**w+**	**s**	**s+**
Total Steps = 19	20%	40%	60%	80%	90%	95%
No. of statements required	**2 - 4**	**5 - 8**	**9 - 11**	**12 - 15**	**16 - 17**	**18 +**
					Must include all blue statements S+ must include purple statements	

End of Key Stage Judgement	**Emerging**	**ELG**	**EXC**

Year 1 - Reading

Name: _____ .

COMPREHENSION			WORD READING	
Inference & Deduction	**Structure & Organisation**	**Vocabulary & Viewpoint**	**Decoding**	**Additional Strategies**
• Able to talk about the main events in a text and highlight the important parts. • Explains what they understand about a text from what they have read. • Locates specific information in the text to find answers to simple questions.	• Retells key stories orally using narrative language in the correct sequence. • Understands the structure of simple non-fiction texts and can explain the difference to narrative.	• Recognises repetitive language and rhyme, whilst being able to suggest other rhyming words. • Links own experience to what they read or hear. • Can talk about a favourite book or character.	**RWI** • Know speed sounds set 1 and 2 • Blends phonemes to read cvc, ccvc and cvcc words.	• Uses picture clues to help in reading simple text. • Awareness of punctuation marks e.g. pausing at full stops.
• Makes predictions based on the events in the text. • Recalls straight forward information about characters. • Links the title of a book to its events.	• Uses the structure of a story when re-enacting or retelling. • Able to extract key information from reading e.g. favourite character or facts.	• Ability to say what they like or dislike about a narrative or poem.		• Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words.
• Begins to draw inferences from the text and or illustrations based on what is said or done. • Comments and questions about the meaning of parts of texts	• Understands and talks about the main events or characters in a known story. • Discusses the different characteristics of poems, stories and non-fiction text types. • Awareness of simple text features e.g. font style, labels, titles.	• Understands and uses terms referring to non-fiction features such as contents, page, author, headings. • Navigates a text and is able to comment on the purpose of some organisational features.	• Know set 3 sounds. • Reads words with contractions like I'm or we'll and recognise that the apostrophe represents omitted letters.	• Reads on for meaning of the whole sentence. • Self corrects while reading so that a text makes sense. • Reads with fluency

				RWI	• Continues to use phonic knowledge to attempt unknown words.
				• Uses phonic knowledge to attempt unknown words	
				• Reads words of one or more syllables that contain taught GPC's.	
				• Completed Pink, Orange and Yellow Books.	
				National Curriculum	
				• Able to match 40+ graphemes to their phonemes.	
				• Divides words into syllables such as pocket, rabbit and carrot.	
				• Reads common compound words such as football, playground or farmyard.	
				• Reads words containing: s, es, ing, ed, er or est endings or the prefix un.	

Step	b	b+	w	w+	s	s+
Total Steps = 39	20%	40%	60%	80%	90%	95%
No. of statements required	5 - 8	9 - 16	17 - 24	25 - 32	33 - 36	37+
						Must include all blue statements

Year 2   - Reading

Name: _____ .

COMPREHENSION			WORD READING	
Inference & Deduction	**Structure & Organisation**	**Vocabulary & Viewpoint**	**Decoding**	**Additional Strategies**

• Identifies/comments on main characters in stories and the way they relate to one another.
• Answer questions in discussion with the teacher and make simple inferences in a familiar book that is read to them.
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	• Identify and explain the sequence of events in texts.
	• Retells orally a range of familiar stories and traditional tales.
	• Shows an understanding of the main points in a text and retells the story.
	• Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.
		• Identifies technical language
		• Draw on knowledge of vocabulary to understand texts
		• Gains an overall impression of a text by making predictions about the contents/subject of a book by skim reading.
			RWI
			Independent application of Phonics using set 3.
			   • Blends and segments sounds in all speed sounds sets and uses this knowledge in reading.
			   • Reads words with common suffixes and prefixes
			
			National Curriculum
			• Reads accurately by blending the sounds in words that contain the graphemes taught. (93-95%)
			• Recognises and read alternate sounds for graphemes.
				• Understands how to use alphabetical texts to find information.
				• Uses illustrations as an important feature in aiding reading.
				• Demonstrates an ability to self-correct when a word/sentence does not make sense.
				• Reads with fluency and expression taking account of punctuation.

			National Curriculum	
• Extracts information from non-fiction texts appropriately using contents, index, chapters, headings and glossary and uses this to summarise. • Ability to recall the qualities of a character. • Predict what might happen on the basis on what has been read so far. • Answer questions and make some inferences on the basis of what is being said and done. • Explain what has happened so far in what they have read.		• Knows and recognises simple recurring literacy language in stories and contemporary/classical poetry. • Justifies views about characters, events or feelings using evidence in the text. • Begins to understand the effect of different words and phrases including the use of effective language choices.	• Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes • Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences • Read many common exception words. • Read aloud many words quickly and accurately without overt sounding and blending • Sound out many unfamiliar words accurately • Read accurately most words of two or more syllables • Read most words containing common suffixes • Read most common exception words • Read words accurately and fluently without overt sounding or blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (90 words per minute) • Sounds out most unfamiliar words accurately without undue hesitation	• Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words. • Uses word patterns to predict new unfamiliar words. • Check words and stories make sense to them • Makes links between the books they are reading and other books they have read.

• Makes inferences about on the basis of what is being said and done e.g., thoughts, feelings and actions. • Make a plausible prediction about what might happen on the basis of what has been read so far • Uses evidence in the text to answer questions • Links characters behaviour to events in the text.	• Ability to summarise the main points from a paragraph or text. • Recognises similarities in the plot or characters within different stories.	• Picks out alliteration, repetition and similes. • Awareness that writers have a viewpoint and a purposes. • Able to talk about favourite authors and genres of books, giving opinions.		• Reads on for meaning of the whole sentence.
	• Explains the features of text types studied so far and references to them in reading.		**RWI** • Completed Blue and Grey books. • Begin Literacy and Language programme **National Curriculum** • Decodes automatically and fluently books matched to their improving phonic knowledge. • Reads most year 2 common exception words.	

Step	b	b+	w	w+	s	s+
Total Steps = 52	20%	40%	60%	80%	90%	95%
No. of statements required	6 - 10	11 - 20	21 - 30	31 - 40	41 - 48	49+

Must include all blue statements
S+ must include purple statements
Working towards statements are green

End of Key Stage Judgement	N	WT	WA	GD

Year 3 - Reading

Name: _____ .

COMPREHENSION			WORD READING	
Inference & Deduction	**Structure & Organisation**	**Vocabulary & Viewpoint**	**Decoding**	**Additional Strategies**
• Explores underlying themes and ideas making reference to the text. • Draws inferences such as inferring characters feelings, thoughts and motives from their actions. • Re-reads and reads ahead to look for clues to determine the meaning of a characters actions or words.	• Retrieves and records information from non-fiction texts using knowledge of layout (use of contents and index pages).	• Uses dictionaries to check the meaning of unfamiliar words. • Starts to understand how choice of detail and language creates meaning beyond the literal. • Makes personal reflections about character descriptions	**National Curriculum** In most reading: • Able to test out different pronunciations. • Applies knowledge of root words, suffixes to read aloud and understand the meaning of unfamiliar words, Suffixes - ing, er, en, ation, ly and tion • Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words, -dis, mis, il, im, re and in	• Uses the strategies from the previous bands independently and effortlessly to ensure that reading is fluent. • Repeats short phrases if sense is lost. • Reads ahead to determine direction and meaning in a story.
• Asks questions to improve understanding of a text. • Shows an understanding of the main ideas and events with reference to the text. • Developing an ability to skim materials to note down different views and arguments		• Explains and discuss own understanding of books, poems and other material, both those read aloud and those independently. • Comments on the relationship between a poet and the subject of a poem.	**National Curriculum** In most reading: • Recognises the functions of punctuation and uses this to aid intonation when reading aloud. • Starts to understand the meaning of the following suffixes: re, sub, inter, super, anti, auto • Reads fluently words ending in sion, tion, cian and ssion.	• Makes connections between texts.
• Starts to Justify predictions by referring to the text. • Uses details stated and implied to build up predictions. • Deduces from evidence in the text what characters are like or their motives based on events.	• Understands that narrative books are structured in different ways such as adventure, quest or stories with a dilemma.	• Explores figurative language (similes and metaphors) and the way it conveys meaning. • Identifies the language used to create mood and tension.	• Understands how simple and complex sentences influence meaning. • Reads words with the K phoneme for "sc" (scheme, character, chemist, echo and character.	• Experiments with different voices to convey mood and meaning.

• Is able to identify the main themes and conventions in a wide range of books. (For example: the triumph of good over evil or the use of magical devices in fairy stories/folk tales). • Ability to discuss how the organisation of a narrative text type can vary. • Identifies how structure and presentation contribute to the overall meaning of a text. • Explains the features of text types studied so far and references to them in reading.	• Evaluates specific texts with reference to text types. • Discusses words and phrases that capture the reader's interest and imagination.	• Reads longer texts independently. • Reads exception words from the Y3 list, noting the unusual correspondences. • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)?	

Step	b	b+	w	w+	s	s+
Total Steps = 40	20%	40%	60%	80%	90%	95%
No. of statements required	5 - 8	9 - 16	17 - 24	25 - 32	33 - 37	38+
					Must include all blue statements	

Year 4   - Reading

Name: _____.

COMPREHENSION			WORD READING	
Inference & Deduction	**Structure & Organisation**	**Vocabulary & Viewpoint**	**Decoding**	**Additional Strategies**

• Makes specific use of the text to provide reasonable justifications for predictions and opinions.
• Makes reasoned judgements on characters actions.
• Distinguishes between fact and opinion.
	• Recognises and comments on the use of presentational devices such as headings, numbers etc.	• Expresses personal responses which may or may not reflect the author's intent.	**National Curriculum**
			Across a range of reading:
			• Selects and reads a range of appropriate texts fluently and accurately.
			• Reads silently and discuss what has been read.
			• Uses appropriate intonation to show their understanding.
			• Understands how the meaning of sentences is shaped by punctuation, word order or connectives.
			
			Applies a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words.
			   • Suffixes - ous (poisonous, mountainous etc)
			   • Prefixes - dis, mis, il, im, re and in
			
			• Consolidates understanding of the meaning of the following suffixes:
			   - Re, sub, inter, super, anti, auto
			• Independently uses dictionaries to check the meaning of words.	

• Uses clues from action, dialogue and description to establish meaning. • Infers meaning using evidence from the text and wider experiences.	• Understands how punctuation can convey character. (For example: exclamation marks to affect tone of voice).	• Discusses the authors choice of technical language • Finds and comments on words used to convey feelings, moods and tension when responding to a text. • Makes personal reflections about character descriptions.	• Reads words with the "g" phoneme spelt as "gue" (tongue and league etc) • Reads words with the "s" phoneme spelt as "sc" (scene and fascinate)	

• Ability to elaborate on own opinions when responding to questions about a text. • Identifies the main ideas drawn from one or more paragraph and summarises these.	• Ability to identify the features of a wide range of fiction text types, such as science fiction, issues and dilemmas.	• Explains with reference to the text, the impact of words and phrases the author has chosen to interest and hold the reader's attention.	• Checks a text makes sense by discussing understanding of words or explaining the meaning of a word in context. • Reads and interprets homophones and near-homophones on the Y4 list such as ball/bawl, berry/bury, brake/break, mail/male, plain/plane or rain/rein/reign.	
• Retrieves and records information from non-fiction texts to use within own oral and/or oral responses.	• Identifies compares and contrasts a range of plots, character types across a range of texts. • Makes connections between texts and the wider world. • Comments on the similarities of a range of different non-fiction texts.	• Links own personal comments to the text. • Relates events and characters feeling to own experiences. • Articulates a personal response to the author's style and use of language.	• Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)?	• Confidently uses different voices to convey mood and meaning through preparing and presenting orally read poems, stories, play scripts or non-fiction text sections. • Uses contextual knowledge to determine meaning. • Uses knowledge of text structure to locate information. • Able to identify the main purpose of a text.

Step	b	b+	w	w+	s	s+
Total Steps = 38	20%	40%	60%	80%	90%	95%
No. of statements required	5 - 8	9 - 16	17 - 24	25 - 32	33 - 35	36+
						Must include all blue statements

Year 5 - Reading   Name: _____ .

COMPREHENSION			WORD READING	
Inference & Deduction	**Structure & Organisation**	**Vocabulary & Viewpoint**	**Decoding**	**Additional Strategies**
• Identifies significant ideas, events and characters within narratives and their overall effect on the plot. • Summarises the main ideas drawn from a text, distinguishing from fact and opinion.	• Identifies how language, structure and presentation contribute to the overall meaning of a text. • Independently identifies the purpose and audience of a range of non-fiction texts.	• Explores and comments on the meaning of idiomatic and figurative language.	Across a range of texts: • Uses meaning seeking strategies to explore the meaning of words in context. • Understands how the meaning of sentences is shaped by punctuation, word order or connectives. • Ability to apply unusual letter patterns when segmenting to read.	

• Starts to use text marking to identify key information in a text.
• Retrieves, records and presents information from non-fiction texts.
• Infers meaning using evidence from the text and wider experiences.
	• Evaluates the effectiveness of the layout and organisational features used within a text.	• Ability to comment/discuss confidently the author's use of language for effect, such as precisely chosen adjectives, similes and personification.
		• Identifies grammatical features used by writers to impact on the reader (rhetorical questions, varied sentence lengths, starters and empty words).
		• Expresses a reasoned personal viewpoint about texts, giving reasons linked back to the text.
		• Ability to present the author's viewpoint of a text.
		• Able to use some technical terms such as metaphor, similie, analogy, imagery, style and effect to discuss what has been read.
			Understands how suffixes and prefixes affect meaning linked to
			    • able & ible
			    • ably & ibly	

• Uses clues from action, dialogue and description to interpret meaning. • Refers to the text to support opinions and predictions.	• Identifies the effect of context on a text. (For example historical or other cultures).		• ough • Uses context to decipher homophones on the Y5 list, such as advice/advise, device/devise, licence/license, practise/practice, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed and preceed/proceed.	
	• Compares different versions of texts and comments on the differences/similarities. • Identify grammatical features used by the writer. • Evidence across the curriculum of an ability to know what information is needed and exactly where to look when using non-fiction texts. • Recognises more complex themes such as loss or heroism in books.		• Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)?	• Use a range of reading strategies from previous bands to work out any unfamiliar words.

Step	b	b+	w	w+	s	s+
Total Steps = 29	20%	40%	60%	80%	90%	95%
No. of statements required	4 - 6	7 - 12	13 - 18	19 - 24	25 - 28	27+

Must include all blue statements

Year 6   - Reading   **Name:_____.**

COMPREHENSION			WORD READING	
Inference & Deduction	**Structure & Organisation**	**Vocabulary & Viewpoint**	**Decoding**	**Additional Strategies**
• Uses scanning and text marking competently to find and identify key information. • Make connections between other similar texts, prior knowledge and experience and explain the links. • Skims and scans more complex and longer texts to find and collate information to establish the main idea. • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Predict what might happen from details stated and implied	• Recognises texts that contain features from more than one text type. • Summarise main ideas identifying key details and using quotations for illustration • Summarise main points from more than one paragraph • Identifies the style of different poets; providing examples from different texts.	• Identifies formal and informal language. • Expresses opinions about a text using PEE (Point, Evidence & Explanation) • Comments and evaluates the effectiveness of how a text is set out. • Work out the meaning of words from the context • Make comparisons within and across books • Evaluate how authors use language, including figurative language, considering the impact on the reader	Fluency across most reading • Focus on all of the letters in a word so they do not for example, read invitation for imitation simply because they may be more familiar with the first word. • Accurately reads individual words, which might be key to the meaning of a sentence or paragraph.	• Read age appropriate books with confidence and fluency • Including whole novels • Read aloud with intonation that shows understanding
• Retrieve information from non-fiction	• Identifies the style of different writers; providing examples from different texts. • Identifies text type from phrases used and how effectively they are structured and/or laid out. • Identifies the grammatical features/techniques used to create atmosphere, key messages and attitudes.	• Compares and comments on texts by different authors on the same topic or different texts by the same author.		

• Compares characters viewpoints on events and other characters. • Recognises why writers use a range of contrasting settings within a story. • Identifies ways in which characters change or develop over time.	• Uses structural and organisational features of a range of text types to sustain understanding. • Compares and contrasts the features of different narrative text types eg adventure, fantasy and myths.	• Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts. • Empathises with different character's points of view. • Ability to comment on the features of a wide range of fiction including modern, other cultures/traditions and our literacy heritage.	• Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)? • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Reads fluently and independently using punctuation to inform meaning. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Uses context to support the meaning of homophones on the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery. Understands how suffixes and prefixes affect meaning linked to • cious & tious • cial & tial • ant, ance, ence, ency & ancy •	• Uses knowledge of word derivations and word formulation to construct the meaning of words in context.

Step	b	b+	w	w+	s	s+
Total Steps = 41	20%	40%	60%	80%	90%	95%
No. of statements required	5 - 8	9 - 16	17 - 24	25 - 32	33- 38	39+

Must include all blue statements

End of Key Stage Judgement	N	WT	WA	GD