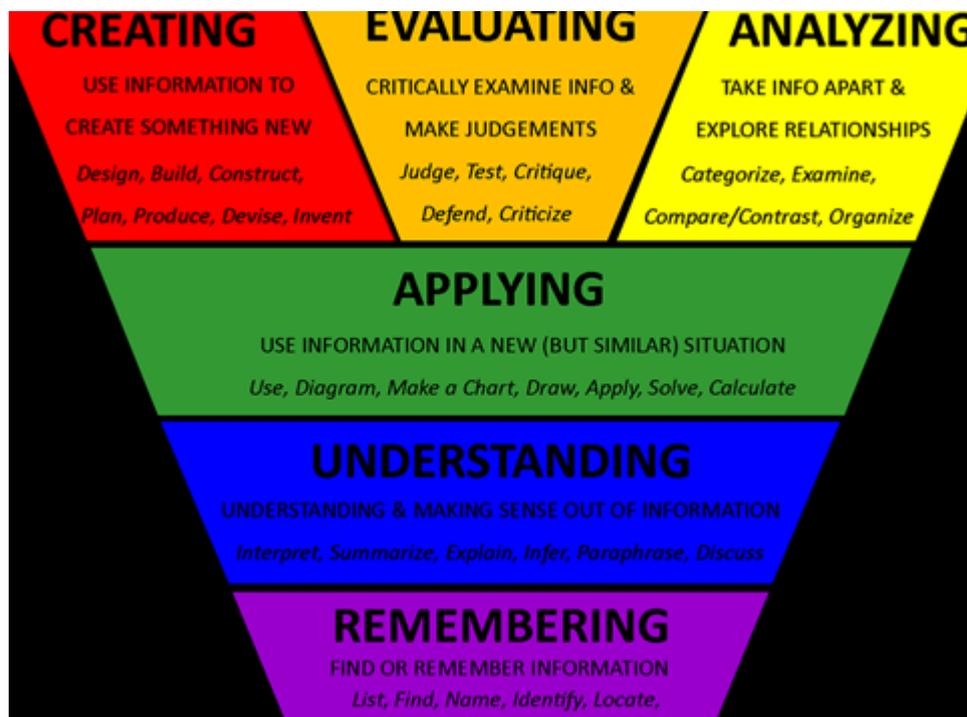
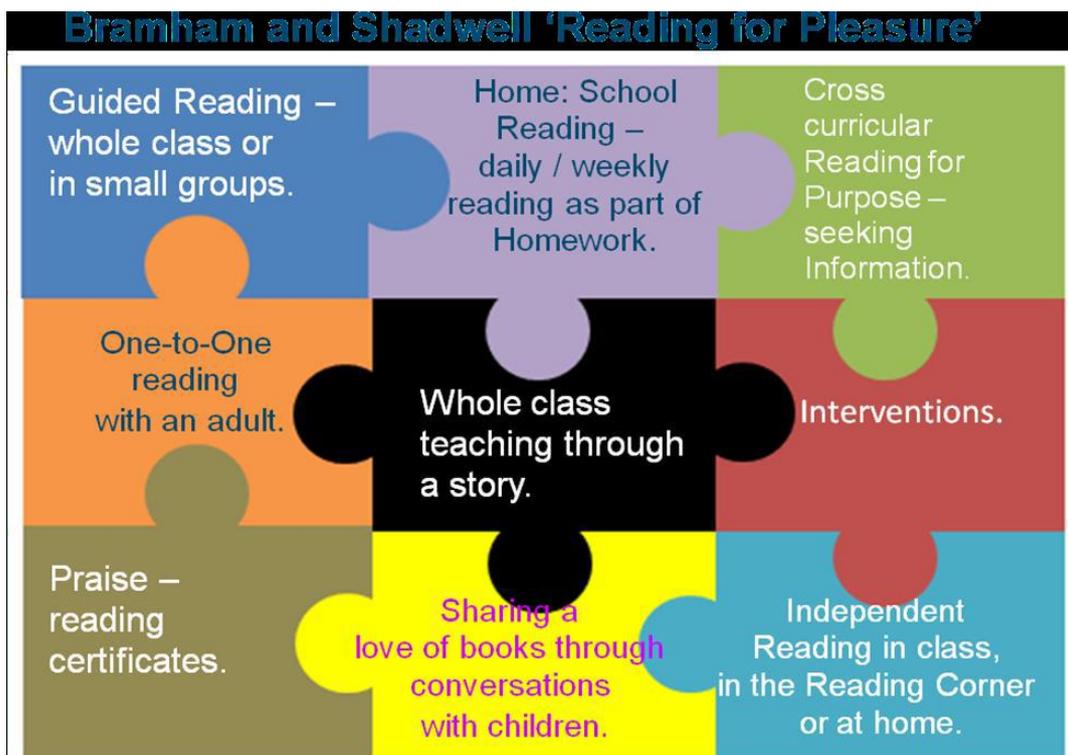




Bramham Shadwell Federation Reading Assessment Criteria



This guidance document (agreed by staff members and revisited regularly) should be used as a tool alongside rich and engaging opportunities to read for pleasure **and** with purpose **fluently** across the curriculum through exposure to rich and varied texts. Reading skills should be taught explicitly.



Considerations when deciding if pupils have met Age Related Expectations (ARE):

Considerations for pupils at ARE:

- *What have they demonstrated?*
- *What needs a recap prior to demonstration?*
- *What hasn't happened yet?*

Considerations for pupils not meeting ARE:

- *What's the main barrier?*
- *How far back is the 'unsecured' learning?*
- *What additional support/resource is available? Impact?*

Suggested teacher assessment outcomes at the end of EYSF - Reading

Development Matters – Working 40-60 months

The child, in a book closely matched to the phonics taught:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

The child in a familiar book that they have read or listened to can:

- Suggests how the story might end.
- Listens to stories with increasing attention and recall

Reading Early Learning Goal – working at EXPECTED

The pupil can:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.

In a familiar book that they have listened to or read themselves, the pupil can:

- They demonstrate understanding when talking with others about what they have read.

Working at greater depth within the expected standard for EYFS

The pupil can:

- use a full range of strategies taught to decode words and develop understanding
- decode many irregular words
- begin to explore phase 5 phonics

Suggested teacher assessment outcomes at the end of year 1 – reading

Working towards the expected standard for Y1

The child, in a book closely matched to the GPCs taught, can:

- read with increasing accuracy and blend many of the 40+ phonemes, .
- read with increasing accuracy some of the GPCs taught
- blend and read words containing phase 3 phonics
- read some common exception words.
- read some compound words with more than one sound.

The child in a familiar book that they have read or listened to can:

- demonstrate a simple understanding of the text.
- begin to ask simple questions related to what they have read or heard

Working at the expected standard for Y1

The pupil can:

- read accurately and blend all 40+ phonemes including some alternative sounds for graphemes e.g. ea/ ee in beak and feet.
- read many words containing suffixes* taught [–s, –es, –ing, –ed, –er and –est]
- read other words of more than one syllable that contain taught GPCs
- read most words with common contractions [for example, I'm, I'll, we'll].

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many books with increasing accuracy and pace [esp. Ph3 and Ph4 words], sometimes reverting to blending
- sound out unfamiliar words with some accuracy

In a familiar book that they have listened to or read themselves, the pupil can:

- answer some simple questions and begin to explain what has been said or done that goes beyond simple retrieval .
- begin to self-check that their reading makes sense and correct their reading as they go

Starts to use a dictionary and thesaurus

Working at greater depth within the expected standard for Y1

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* e.g. 'aaay' sound a_e, ai, and a in plane, train, angel
- read most suffixes and Common Exception Words taught at Year 1.
- Can sometimes check it makes sense to them when reading.
- talk about the story and answer questions about what is being said and done.
- Begin to infer.
- Make simple predictions based on what they have read or heard so far.

*in a familiar book that they have read or listened to

English reading

Using the English reading framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 English reading test, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

Working towards the expected standard

The pupil can:

- 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 (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

² Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Suggested teacher assessment outcomes at the end of year 3 – reading

Working towards the expected standard for Y3

The pupil can:

- read accurately many words of two or more syllables, including Y1 and 2 common exception words and Y1 and 2 common suffixes
- read aloud, from an age-appropriate book, with increasing accuracy and fluency and without over-relying on overt sounding out / blending at least over 90 words per minute
- use some expression when reading, e.g. emphasising speech
- check it makes sense to them and begin to independently self-correct

The pupil can, in a book they are reading independently:

- make some inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far;
- begin to make some links between the book they are reading and other books that have been read.
- begin to retrieve and summarise ideas and information from non-fiction texts.
- *find words independently and efficiently in a dictionary and thesaurus.*

Working at the expected standard for Y3

The pupil can:

- read accurately most polysyllabic words, including Y1 and 2 common exception words and Y1, 2 and 3 common suffixes taught
- read aloud, from an age-appropriate book, with accuracy and fluency without sounding out / blending at least over 90 words per minute,
- always uses expression for speech when reading, without being reminded
- check it makes sense to them and independently self-correct their own reading
- begin to work out the meaning of unfamiliar words from clues in the text and start to reason the definition with occasional support
- begin to comment on the language used by the author
- use a dictionary/thesaurus with increasing accuracy and understand their uses
- begin to understand the process of retrieving information from non-fiction texts, using knowledge of the alphabet accurately
- begin to predict what might happen using some detail from the text to support their explanations.
- begin to make inferences from the text, including characters thoughts and actions, using their knowledge of the world around them
- begin to identify and summarise main ideas from a range of texts
- *begin to use a thesaurus to develop vocabulary and starts to understand that some words don't make sense in some contexts.*

Working at greater depth within the expected standard for Y3

From across a range of texts and genres, the pupil can:

- read aloud, from age-appropriate books, with accuracy and fluency, including words containing common suffixes and spelling patterns from Y3 and 4 curriculum
- experiments with expression, using knowledge of punctuation confidently and clues from the text about characters to inform tone of voice
- work out the meaning of unfamiliar words from clues in the text and to be able to reason the definition with some confidence
- independently use a dictionary/thesaurus accurately
- begin to talk about how language is chosen by an author for effect
- predict what might happen, referring to the text for evidence and conclusions with occasional support

Suggested teacher assessment outcomes at the end of year 4 – reading

Working towards the expected standard for Y4

The pupil can:

- read accurately most words, including those with common suffixes, common exception words and some of the Y3/4 spelling patterns.
- read aloud, from an age-appropriate book, with increasing accuracy and fluency and without over relying on overt sounding out / blending;
- check it makes sense, including asking some questions to improve their understanding of the text;
- retrieve main ideas and information from non-fiction texts.

The pupil can, in a book they are reading independently:

- makes sensible inferences on the basis of what is being said and done
- predict accurately what might happen on the basis of what has been read so far;
- makes links between genres of books that they have read and starts to identify common themes
- *use a thesaurus to retrieve word meaning efficiently and to develop vocabulary; the child can make choices about vocabulary (synonyms and antonyms) to understand that some words don't make sense in certain contexts.*

Working at the expected standard for Y4

The pupil can:

- read aloud from age-appropriate books with accuracy and fluency, including words containing common suffixes and Y3/4 spelling patterns;
- work out the meaning of words from the context, asking questions and making simple conclusions to improve their understanding of the text;
- make increasingly accurate comments on the language used by the author and how it creates an image
- understands the process of quickly and accurately retrieving information from non-fiction texts, including using their knowledge of the alphabet.
- use a dictionary and thesaurus efficiently and chooses to do so independently
- confidently predict what might happen using detail from the text to support their explanations
- make inferences from the text, including characters thoughts and actions using their knowledge of the word to justify these inferences
- identify many main ideas and themes within a range of texts
- with speed and accuracy, use a dictionary and thesaurus independently
- with occasional support, identify why language choice (including grammatical structures) contribute to the overall meaning of a text and can explain this
- *confidently make choices about vocabulary (synonyms and antonyms) explaining the context in which they can be used.*

Working at greater depth within the expected standard for Y4

From across a range of texts and genres, the pupil can:

- read aloud, from age-appropriate books, with accuracy and fluency (including longer texts) with growing expression and intonation that demonstrates understanding of the text;
- work out the meaning of new words, for example using the context of the text, inferential skills and spelling knowledge [including root words / word families];
- use a dictionary accurately
- identify how language (including grammatical structures) are chosen by an author to contribute to the overall meaning of a text;
- predict what might happen within the text, both stated and implied with independence
- make more diverse inferences from the text, including using characters' motives and authorial intent;
- identify and begin to summarise the main ideas from across a text / texts.

Suggested teacher assessment outcomes at the end of year 5 – reading

Working towards the expected standard for Y5

From across a range of texts and genres, the pupil can:

- read aloud, from age-appropriate books, with accuracy and fluency (including longer texts) with growing expression and intonation that demonstrates understanding of the text;
- work out the meaning of new words, for example using the context of the text, inferential skills and spelling knowledge [including root words / word families];
- use a dictionary accurately
- identify how language (including grammatical structures) are chosen by an author to contribute to the overall meaning of a text;
- predict what might happen within the text, both stated and implied with independence
- make more diverse inferences from the text , including using characters' motives and authorial intent;
- identify and begin to summarise the main ideas from across a text / texts.

Working at the expected standard for Y5

The pupil can:

- read aloud from age-appropriate books with accuracy and fluency without error in any word patterns learned previously; when errors are made, the child can re-read and self-correct their decoding;
- regularly work out the meaning of words from the context with accuracy and use their understanding to draw accurate conclusions with evidence to back up their reasoning;
- make increasingly accurate comments on tricky language used by the author and how it creates an image,
- understands the processes to efficiently retrieve information from non-fiction texts which they can then recall and summarise verbally or in a written way;
- use a thesaurus and dictionary accurately, and **efficiently** without support – they choose to do this independently for a specific purpose and the process is speedy as it is embedded within the task;
- make inferences from the text , including characters thoughts and actions using their knowledge of the world, written structure, and language choices to justify these opinions
- identify many main ideas and themes within a range of texts and provide evidence as to why they are similar,
- explain confidently how language choices (including grammatical structures) contribute to the overall meaning of a text and can explain this in detail;
- make sensible choices with synonyms and antonyms and has an increasingly good understanding of vocabulary;
- uses their knowledge of prefixes, suffixes, roots and word families to make predictions about vocabulary meaning

Working at greater depth within the expected standard for Y5

The pupil can:

- read and talk about a wide range of books that have been read for pleasure, summarising key themes with evidence;
- with increasing confidence, makes conclusions based on implied information from the text;
- begins to analyse (with some prompting) all features e.g. layout, colour, language, images and uses them as a combined tool to draw increasingly accurate conclusions;
- begin to identify and comment on a range of figurative language, explaining (with some support) why the author has chosen that feature;

End of KS2:

- The standard in this framework contains a number of 'pupil can' statements. To judge that a pupil is working at this standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within the standard.
- The evidence informing a teacher's judgement in English reading can include a school's own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement and assess the broader curriculum. A pupil's answers to specific questions in tests may also provide evidence that they have met certain statements.

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- 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
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.