

## Key Assessment Criteria: *Being a reader*



A year 1 reader	
<b>Word reading</b> <ul style="list-style-type: none"><li>• I can match all 40+ graphemes to their phonemes.</li><li>• I can blend sounds in unfamiliar words.</li><li>• I can divide words into syllables.</li><li>• I can read compound words.</li><li>• I can read words with contractions and understand that the apostrophe represents the missing letters.</li><li>• I can read phonetically decodable words.</li><li>• I can read words that end with 's, -ing, -ed, -est</li><li>• I can read words which start with un-.</li><li>• I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)</li><li>• I can read words of more than one syllable that contain taught GPCs.</li></ul>	<b>Comprehension</b> <ul style="list-style-type: none"><li>• I can say what I like and do not like about a text.</li><li>• I can link what I have heard or read to my own experiences.</li><li>• I can retell key stories orally using narrative language.</li><li>• I can talk about the main characters within a well known story.</li><li>• I can learn some poems and rhymes by heart.</li><li>• I can use what I already know to understand texts.</li><li>• I can check that my reading makes sense and go back to correct when it doesn't.</li><li>• I can draw inferences from the text and/or the illustrations. (Beginning)</li><li>• I can make predictions about the events in the text.</li><li>• I can explain what I think a text is about.</li></ul>

## Key Assessment Criteria: *Being a reader*



A year 2 reader	
<b>Word reading</b> <ul style="list-style-type: none"><li>• I can decode automatically and fluently.</li><li>• I can blend sounds in words that contain the graphemes we have learnt.</li><li>• I can recognise and read alternative sounds for graphemes.</li><li>• I can read accurately words of two or more syllables that contain the same GPCs.</li><li>• I can read words with common suffixes.</li><li>• I can read common exception words.</li><li>• I can read and comment on unusual correspondence between grapheme and phoneme.</li><li>• I read most words quickly and accurately when I have read them before without sounding out and blending.</li><li>• I can read most suitable books accurately, showing fluency and confidence.</li></ul>	<b>Comprehension</b> <ul style="list-style-type: none"><li>• I can talk about and give an opinion on a range of texts.</li><li>• I can discuss the sequence of events in books and how they relate to each other.</li><li>• I use prior knowledge, including context and vocabulary, to understand texts.</li><li>• I can retell stories, including fairy stories and traditional tales.</li><li>• I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.</li><li>• I can find recurring language in stories and poems.</li><li>• I can talk about my favourite words and phrases in stories and poems.</li><li>• I can recite some poems by heart, with appropriate intonation.</li><li>• I can answer and ask questions.</li><li>• I can make predictions based on what I have read.</li><li>• I can draw (simple) inferences from illustrations, events, characters' actions and speech.</li></ul>

# Key Assessment Criteria: *Being a reader*



A year 3 reader	
<b>Word reading</b> <ul style="list-style-type: none"><li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li><li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li><li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li></ul>	<b>Comprehension</b> <ul style="list-style-type: none"><li>• I read a range of fiction, poetry, plays, and non-fiction texts.</li><li>• I can discuss the texts that I read.</li><li>• I can read aloud and independently, taking turns and listening to others.</li><li>• I can explain how non-fiction books are structured in different ways and can use them effectively.</li><li>• I can explain some of the different types of fiction books.</li><li>• I can ask relevant questions to get a better understanding of a text.</li><li>• I can predict what might happen based on details I have.</li><li>• I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.</li><li>• I can use a dictionary to check the meaning of unfamiliar words.</li><li>• I can identify the main point of a text.</li><li>• I can explain how structure and presentation contribute to the meaning of texts.</li><li>• I can use non-fiction texts to retrieve information.</li><li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li></ul>



## Key Assessment Criteria: *Being a reader*

### A year 4 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### Comprehension

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

## Key Assessment Criteria: *Being a reader*



A year 5 reader	
<b>Word reading</b> <ul style="list-style-type: none"><li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li><li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li><li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li><li>• I can re-read and read ahead to check for meaning.</li></ul>	<b>Comprehension</b> <ul style="list-style-type: none"><li>• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.</li><li>• I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</li><li>• I can identify significant ideas, events and characters; and discuss their significance.</li><li>• I can recite poems by heart, e.g. narrative verse, haiku.</li><li>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li></ul>

## Key Assessment Criteria: *Being a reader*



### A year 6 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

#### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.