



# Reading Assessment at Errington Primary

Year 1			
Reading Threads			
Phonic Knowledge	<ul style="list-style-type: none"> <li>I can apply phonic knowledge to decode regular words.</li> <li>I can apply phonic knowledge to attempt to read some common irregular words.</li> <li>I can respond with increasing confidence and accuracy, giving the correct sound to graphemes for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>I can blend sounds in unfamiliar words using the GPCs I have been taught.</li> <li>I can respond speedily and give the correct sound to graphemes for all of the 40+ phonemes.</li> <li>I can read words containing taught GPCs.</li> <li>I can read other words of more than one syllable that contain taught GPCs.</li> <li>I can read texts that are consistent with my developing phonics knowledge accurately and do not require me to use other strategies to work out words.</li> </ul>		
Word Reading	<ul style="list-style-type: none"> <li>I can read and understand simple sentences.</li> <li>I can read many common exception words</li> <li>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>I can read words containing different endings, including -s, -es, -ing, -ed and -est</li> <li>I can read words with contractions, including I'm, I'll, we'll</li> </ul>		
Drawing on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> <li>I can discuss word meanings.</li> <li>I can link new meanings to those I already know.</li> </ul>		
Identifying key aspects of fiction and non-fiction, including characters, events, titles and information	<ul style="list-style-type: none"> <li>I can recognise and join in with predictable phrases in a text.</li> <li>I can discuss the significance of the title and events.</li> <li>I can listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.</li> <li>I can link what I have read or heard read to my own experiences.</li> <li>When reading, I can draw on what I already know or on background information provided by the teacher.</li> </ul>		
Identify and explain the sequence of events	<ul style="list-style-type: none"> <li>I can simply retell familiar stories.</li> <li>I can retell familiar stories in increasing detail.</li> <li>I can retell familiar stories in and consider their particular characteristics.</li> </ul>		
Make inferences from the text	<ul style="list-style-type: none"> <li>I can make inferences based on what is being said and done.</li> </ul>		
Making Predictions	<ul style="list-style-type: none"> <li>I can make sensible predictions based on what I have read so far.</li> </ul>		
Talking about Books	<ul style="list-style-type: none"> <li>I can listen whilst others read to me and show understanding.</li> <li>I can clearly explain my understanding of what has been read to me.</li> <li>I can join in discussions about a text, take turns and listen to what others say.</li> </ul>		
Reading Fluency	<ul style="list-style-type: none"> <li>I can re-read texts to build up fluency and confidence in word reading.</li> <li>I can check that a text make sense to me as I read and begin to self-correct.</li> </ul>		
Poetry	<ul style="list-style-type: none"> <li>I can read rhymes and poems and recite some by heart.</li> </ul>		
31 statements	1- 7 statements	4- 17 statements	1+ 25 statements



# Reading Assessment at Errington Primary

Year 2	
Reading Threads	
Phonic Knowledge	<ul style="list-style-type: none"> <li>I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</li> <li>I can read accurately some words of two or more syllables that contain the same GPCs.</li> <li>I can read aloud many words quickly and accurately without overtly sounding and blending them, in texts closely matched to the same GPCs.</li> <li>I can sound out many unfamiliar words accurately in texts closely matched to the same GPCs.</li> <li>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>I can read many common exception words.</li> <li>I can read most common exception words.</li> <li>I can read accurately most words of two or more syllables.</li> <li>I can read more words containing common suffixes.</li> <li>I can read words accurately and fluently without overtly sounding and blending them e.g. at over 90 words per minute.</li> </ul>
Drawing on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> <li>I can discuss my favourite words and phrases</li> <li>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> </ul>
Identifying key aspects of fiction and non-fiction, including characters, events, titles and information	<ul style="list-style-type: none"> <li>I can recognise simple recurring literary language in stories and poetry.</li> <li>I can answer questions on the basis of what is being said and done in a familiar book that is read to me within discussion with my teacher.</li> <li>I can answer questions on the basis of what is being said and done in a familiar text.</li> <li>When reading, I can draw on what I already know or on background information and vocabulary provided by the teacher.</li> <li>I can make links between the text that I am reading and other texts that I have read (independently).</li> <li>I can read non-fiction books that are structured in different ways.</li> </ul>
Identify and explain the sequence of events	<ul style="list-style-type: none"> <li>I can retell a wider range of stories, fairy stories and traditional tales.</li> <li>I can discuss the sequence of events in books and how items of information are related.</li> </ul>
Make inferences from the text	<ul style="list-style-type: none"> <li>I can make inferences on the basis of what is being said and done in a familiar book that is read to me within discussion with my teacher.</li> <li>I can make some inferences on the basis of what is being said and done in a familiar text.</li> <li>I can make inferences on the basis of what is being said and done in a text I can read independently.</li> </ul>
Making Predictions	<ul style="list-style-type: none"> <li>I can predict what might happen next on the basis of what I have read so far, in a text I can read independently.</li> </ul>
Talking about Books	<ul style="list-style-type: none"> <li>I can participate in discussion about books, poems and other works that are read to me and those that I can read myself, taking turns and listening to what others say.</li> <li>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read myself.</li> </ul>
Reading Fluency	<ul style="list-style-type: none"> <li>I can re-read books to build up fluency and confidence in word reading.</li> <li>I can check a familiar text, which I can read accurately and fluently, makes sense to me.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>I can learn poems by heart, reciting some, with appropriate intonation to make the meaning clear.</li> </ul>
29 statements	2- 7 statements
	2= 16 statements
	2+ 24 statements



# Reading Assessment at Errington Primary

Year 3	
Reading Threads	
Phonic Knowledge	<ul style="list-style-type: none"> <li>I can apply my phonics knowledge to decode with increasing speed and accuracy.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>I can read most of the KS1 high frequency words and am starting to read some year 3/4 exception words.</li> <li>I can read most of the year 3/4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>I can apply my growing knowledge of root words and some prefixes to begin to read aloud, including: in-, dis-, mis-, un-, re- and super-</li> <li>I can apply my growing knowledge of root words and some suffixes to begin to read aloud, including: -ly, -ture, -sure, -sion, -tion</li> </ul>
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> <li>I can consider why an author might have used a certain word or phrase.</li> <li>I can use a dictionary to check the meaning of words I have read.</li> </ul>
Give/explain the meaning of words in context	<ul style="list-style-type: none"> <li>I am beginning to apply my growing knowledge of root words and prefixes to start to read aloud and to understand the meaning of new words I meet, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</li> <li>I can explore potential meanings of more ambitious vocabulary when read in context.</li> <li>I can make sensible predictions about the meaning of new words using contextual, structural and visual clues.</li> </ul>
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> <li>I can retrieve and record information from non-fiction texts with support.</li> <li>I can label different parts of a text e.g. title, sub-title, diagram, caption, glossary.</li> <li>I can use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> </ul>
Identify and explain the sequence of events	<ul style="list-style-type: none"> <li>I can identify the main ideas drawn from more than one paragraph and summarising these.</li> </ul>
Make inferences from the text	<ul style="list-style-type: none"> <li>I am beginning to ask and answer questions, including some simple inference questions based on characters' feelings and actions.</li> <li>I can draw simple inferences related to characters' feelings.</li> <li>I can draw simple inferences from characters' feelings, thoughts and actions, and am starting to support my views with evidence from the text.</li> </ul>
Making Predictions	<ul style="list-style-type: none"> <li>I can predict what might happen next from details stated.</li> </ul>
Making Comparisons	<ul style="list-style-type: none"> <li>I can discuss and compare texts from a variety of genres and writers, referring to some themes and features.</li> </ul>
How content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> <li>I understand that texts are structured differently.</li> <li>I can use appropriate terminology with greater confidence when discussing texts and the plot, characters and settings.</li> </ul>
Talking about Books	<ul style="list-style-type: none"> <li>I can develop a positive attitude to reading and understanding what I have read by: reading a wider range of books and participating in discussions about them.</li> <li>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</li> </ul>
Reading Fluency	<ul style="list-style-type: none"> <li>I am beginning to use appropriate intonation and volume when I read aloud.</li> <li>I can use appropriate intonation and volume when I read aloud.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>I can recognise and discuss some different forms of poetry.</li> </ul>
26 statements	3- 6 statements
	3= 15 statements
	3+ 21 statements



# Reading Assessment at Errington Primary

Year 4	
Reading Threads	
Phonic Knowledge	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to decode quickly and accurately.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>I can read most year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>I can apply my knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- and -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</li> </ul>
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> <li>I can discuss an author's choice of words and phrases for effect.</li> <li>I can use a dictionary to check the meaning of words I have read.</li> </ul>
Give/explain the meaning of words in context	<ul style="list-style-type: none"> <li>I can apply my growing knowledge of root words and prefixes to begin to read aloud and to understand the meaning of new words I meet, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</li> <li>I can apply my growing knowledge of root words and suffixes or word endings to begin to read aloud and to understand the meaning of new words I meet, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</li> <li>I can discuss vocabulary used by the author to create effect.</li> </ul>
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> <li>I can retrieve and record information from non-fiction texts.</li> <li>I can retrieve and record information from non-fiction texts using conventions such as indexes, contents pages and glossaries.</li> <li>I can use appropriate terminology when discussing texts and the plot, characters and settings.</li> </ul>
Identify and explain the sequence of events	<ul style="list-style-type: none"> <li>I can identify the main ideas drawn from more than one paragraph and summarising these.</li> </ul>
Make inferences from the text	<ul style="list-style-type: none"> <li>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>I can draw simple inference with evidence such as inferring characters' feelings.</li> </ul>
Making Predictions	<ul style="list-style-type: none"> <li>I can predict what might happen next from details stated and implied.</li> </ul>
Making Comparisons	<ul style="list-style-type: none"> <li>I can discuss and compare texts from a wider variety of genres and writers, referring to authorial style, themes and features.</li> </ul>
How content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> <li>I can recognise and discuss the different features of a variety of texts.</li> </ul>
Talking about Books	<ul style="list-style-type: none"> <li>I can read books that are structured in different ways for a range of purposes and participate in discussions about them.</li> <li>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</li> </ul>
Reading Fluency	<ul style="list-style-type: none"> <li>I am beginning to use appropriate intonation and volume when I read aloud.</li> <li>I can usually read fluently, decoding longer words with support, testing out different pronunciations.</li> <li>I can read most words fluently and I attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>I can read with an awareness of the audience by changing my intonation and pace.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>I can recognise and discuss some different forms of poetry.</li> </ul>
24 statements	4- 6 statements
	4- 13 statements
	4+ 20 statements

# Reading Assessment at Errington Primary

Year 5	
Reading Threads	
Word Reading	<ul style="list-style-type: none"> <li>I can read most of the year 3/4 common exception words fluently and am starting to attempt to decode any ambitious, unfamiliar words, whilst using contextual, visual and structural clues to guess the meaning.</li> <li>I can read with increasing fluency and can read the majority of the year 5/6 exception words.</li> <li>I am more confident when recognising most root words, prefixes and suffixes/word endings and use these to read aloud with greater fluency and accuracy, including: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly</li> <li>I can read a wider range of challenging text with improving fluency and understanding, decoding the majority of unfamiliar words with speed and skills.</li> </ul>
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> <li>I can identify where ambitious vocabulary has been used in the text.</li> <li>I can explain how language can give the reader certain impressions about the text.</li> <li>I understand the difference between literal and figurative language and explain the effects of imagery on the reader.</li> <li>I can start to explain how the author's language makes me feel about the text e.g. the characters' feelings or the message of the book.</li> </ul>
Give/explain the meaning of words in context	<ul style="list-style-type: none"> <li>I can identify a full range of prefixes and suffixes and use these to help me understand the meaning of unfamiliar words.</li> <li>I can identify the difference between literal and figurative language.</li> </ul>
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> <li>I can ask questions about a familiar text.</li> <li>I am starting to recognise themes in what I read.</li> <li>I can compare characters, settings and themes within a text.</li> <li>I can consider different viewpoints and stating how they differ.</li> <li>I can identify statements of fact and opinion.</li> <li>I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.</li> <li>I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</li> </ul>
Identify and explain the sequence of events	<ul style="list-style-type: none"> <li>I can summarise what paragraphs are about and how they are linked.</li> </ul>
Make inferences from the text	<ul style="list-style-type: none"> <li>I can draw inferences from characters' feelings, thoughts and motives.</li> <li>I can draw simple inferences and infer characters' feelings, thoughts and actions, whilst justifying these with evidence.</li> <li>I can draw inferences based on direct and indirect clues.</li> </ul>
Making Predictions	<ul style="list-style-type: none"> <li>I can make plausible predictions based on knowledge from the text.</li> <li>I can make plausible predictions, based on details stated and implied, and starting to use evidence from the text to support these.</li> </ul>
Making Comparisons	<ul style="list-style-type: none"> <li>I can read a wider range of genres with support and am starting to identify the structural differences and similarities.</li> <li>I can make comparisons between familiar books.</li> <li>I can read for pleasure, discussing and comparing a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul>
How content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> <li>I am reading a wider range of genres with different structures and purposes for pleasure.</li> <li>I can use my growing knowledge of texts and organisational devices to retrieve and record information from fiction and non-fiction texts.</li> </ul>
Talking about Books	<ul style="list-style-type: none"> <li>I can share my point of view about a text with a small group.</li> <li>I can participate in discussions about books which are read to me and those that I can read for myself.</li> </ul>



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	<ul style="list-style-type: none"><li>I can participate in discussions about books that are read to me and those that I can read for myself and offer a clear viewpoint by referring confidently to the text.</li></ul>		
Reading Fluency	<ul style="list-style-type: none"><li>I am showing a growing awareness of the audience when I read out loud and starting to adapt my tone and volume appropriately.</li><li>When reading out loud, I consider how my intonation, tone and volume could be changed for different audiences.</li></ul>		
33 statements	5- 8 statements	5- 18 statements	5+ 27 statements





# Reading Assessment at Errington Primary

Year 6	
Reading Threads	
Word Reading	<ul style="list-style-type: none"> <li>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</li> <li>I can read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes/ word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through context clues.</li> <li>I can apply my growing knowledge of root words, prefixes and suffixes/word endings to read aloud, including: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly</li> </ul>
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> <li>I can discuss vocabulary used by the author to create effect.</li> <li>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</li> <li>I can analyse the use of language, including figurative language and how it is used for effect.</li> </ul>
Give/explain the meaning of words in context	<ul style="list-style-type: none"> <li>I can explain how language (including figurative language), structure and presentation can contribute to the meaning of a text.</li> </ul>
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> <li>I can recommend texts based on personal choice to my peers.</li> <li>I can distinguish independently between statements of fact and opinion.</li> <li>I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.</li> <li>I can use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> <li>I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</li> <li>I can recognise themes in what I read.</li> <li>I can consider different accounts of the same event and discussing viewpoints.</li> </ul>
Identify and explain the sequence of events	<ul style="list-style-type: none"> <li>I can identify the main ideas drawn from more than one paragraph and summarise them.</li> <li>I can draw out key information and summarise the main ideas in a text.</li> </ul>
Make inferences from the text	<ul style="list-style-type: none"> <li>I can draw inferences from characters' feelings, thoughts and motives.</li> <li>I can draw inferences and infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>
Making Predictions	<ul style="list-style-type: none"> <li>I can justify predictions with evidence from the text.</li> <li>I can make predictions, based on details stated and implied, with evidence from the text.</li> </ul>
Making Comparisons	<ul style="list-style-type: none"> <li>I can make comparisons within and across books.</li> <li>I can read a wide range of genres, identifying the characteristics of text types and differences between text types.</li> <li>I can read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.</li> <li>I read for pleasure, discussing, comparing and evaluating in depth a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>I can compare characters, settings and themes within a text and across more than one text.</li> </ul>
Talking about Books	<ul style="list-style-type: none"> <li>I can participate in discussions about books which are read to me and those that I can read for myself.</li> <li>I can participate in discussions about books that are read to me and those that I can read for myself, building on my own and others' ideas and challenging views courteously.</li> </ul>



# Reading Assessment at Errington Primary

Reading Fluency	• I can adapt intonation, tone and volume to suit the purpose and audience, when reading aloud.		
29 statements	5- 7 statements	5= 16 statements	5+ 24 statements