



Reading Assessment at Errington Primary

Year 1	
Reading Threads	
Phonic Knowledge	<ul style="list-style-type: none"> I can apply phonic knowledge to decode regular words. I can apply phonic knowledge to attempt to read some common irregular words. 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. I can blend sounds in unfamiliar words using the GPCs I have been taught. I can respond speedily and give the correct sound to graphemes for all of the 40+ phonemes. I can read words containing taught GPCs. I can read other words of more than one syllable that contain taught GPCs. 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.
Word Reading	<ul style="list-style-type: none"> I can read and understand simple sentences. I can read many common exception words I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I can read words containing different endings, including -s, -es, -ing, -ed and -est I can read words with contractions, including I'm, I'll, we'll
Drawing on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> I can discuss word meanings. I can link new meanings to those I already know.
Identifying key aspects of fiction and non-fiction, including characters, events, titles and information	<ul style="list-style-type: none"> I can recognise and join in with predictable phrases in a text. I can discuss the significance of the title and events. 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. I can link what I have read or heard read to my own experiences. When reading, I can draw on what I already know or on background information provided by the teacher.
Identify and explain the sequence of events	<ul style="list-style-type: none"> I can simply retell familiar stories. I can retell familiar stories in increasing detail. I can retell familiar stories in and consider their particular characteristics.
Make inferences from the text	<ul style="list-style-type: none"> I can make inferences based on what is being said and done.
Making Predictions	<ul style="list-style-type: none"> I can make sensible predictions based on what I have read so far.
Talking about Books	<ul style="list-style-type: none"> I can listen whilst others read to me and show understanding. I can clearly explain my understanding of what has been read to me. I can join in discussions about a text, take turns and listen to what others say.
Reading Fluency	<ul style="list-style-type: none"> I can re-read texts to build up fluency and confidence in word reading. I can check that a text make sense to me as I read and begin to self-correct.
Poetry	<ul style="list-style-type: none"> I can read rhymes and poems and recite some by heart.
31 statements	1- 7 statements
	1= 17 statements
	1+ 25 statements



Reading Assessment at Errington Primary

Year 2	
Reading Threads	
Phonic Knowledge	<ul style="list-style-type: none"> I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. I can read accurately some words of two or more syllables that contain the same GPCs. I can read aloud many words quickly and accurately without overtly sounding and blending them, in texts closely matched to the same GPCs. I can sound out many unfamiliar words accurately in texts closely matched to the same GPCs. I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
Word Reading	<ul style="list-style-type: none"> I can read many common exception words. I can read most common exception words. I can read accurately most words of two or more syllables. I can read more words containing common suffixes. I can read words accurately and fluently without overtly sounding and blending them e.g. at over 90 words per minute.
Drawing on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> I can discuss my favourite words and phrases I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
Identifying key aspects of fiction and non-fiction, including characters, events, titles and information	<ul style="list-style-type: none"> I can recognise simple recurring literary language in stories and poetry. 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. I can answer questions on the basis of what is being said and done in a familiar text. When reading, I can draw on what I already know or on background information and vocabulary provided by the teacher. I can make links between the text that I am reading and other texts that I have read (independently). I can read non-fiction books that are structured in different ways.
Identify and explain the sequence of events	<ul style="list-style-type: none"> I can retell a wider range of stories, fairy stories and traditional tales. I can discuss the sequence of events in books and how items of information are related.
Make inferences from the text	<ul style="list-style-type: none"> 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. I can make some inferences on the basis of what is being said and done in a familiar text. I can make inferences on the basis of what is being said and done in a text I can read independently.
Making Predictions	<ul style="list-style-type: none"> I can predict what might happen next on the basis of what I have read so far, in a text I can read independently.
Talking about Books	<ul style="list-style-type: none"> 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. 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.
Reading Fluency	<ul style="list-style-type: none"> I can re-read books to build up fluency and confidence in word reading. I can check a familiar text, which I can read accurately and fluently, makes sense to me.
Poetry	<ul style="list-style-type: none"> I can learn poems by heart, reciting some, with appropriate intonation to make the meaning clear.
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"> I can apply my phonics knowledge to decode with increasing speed and accuracy.
Word Reading	<ul style="list-style-type: none"> I can read most of the KS1 high frequency words and am starting to read some year 3/4 exception words. 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. 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- I can apply my growing knowledge of root words and some suffixes to begin to read aloud, including: -ly, -ture, -sure, -sion, -tion
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> I can consider why an author might have used a certain word or phrase. I can use a dictionary to check the meaning of words I have read.
Give/explain the meaning of words in context	<ul style="list-style-type: none"> 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- I can explore potential meanings of more ambitious vocabulary when read in context. I can make sensible predictions about the meaning of new words using contextual, structural and visual clues.
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> I can retrieve and record information from non-fiction texts with support. I can label different parts of a text e.g. title, sub-title, diagram, caption, glossary. I can use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
Identify and explain the sequence of events	<ul style="list-style-type: none"> I can identify the main ideas drawn from more than one paragraph and summarising these.
Make inferences from the text	<ul style="list-style-type: none"> I am beginning to ask and answer questions, including some simple inference questions based on characters' feelings and actions. I can draw simple inferences related to characters' feelings. I can draw simple inferences from characters' feelings, thoughts and actions, and am starting to support my views with evidence from the text.
Making Predictions	<ul style="list-style-type: none"> I can predict what might happen next from details stated.
Making Comparisons	<ul style="list-style-type: none"> I can discuss and compare texts from a variety of genres and writers, referring to some themes and features.
How content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> I understand that texts are structured differently. I can use appropriate terminology with greater confidence when discussing texts and the plot, characters and settings.
Talking about Books	<ul style="list-style-type: none"> 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. I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
Reading Fluency	<ul style="list-style-type: none"> I am beginning to use appropriate intonation and volume when I read aloud. I can use appropriate intonation and volume when I read aloud.
Poetry	<ul style="list-style-type: none"> I can recognise and discuss some different forms of poetry.
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"> I can use my phonic knowledge to decode quickly and accurately.
Word Reading	<ul style="list-style-type: none"> I can read most year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 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.
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> I can discuss an author's choice of words and phrases for effect. I can use a dictionary to check the meaning of words I have read.
Give/explain the meaning of words in context	<ul style="list-style-type: none"> 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- 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. I can discuss vocabulary used by the author to create effect.
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> I can retrieve and record information from non-fiction texts. I can retrieve and record information from non-fiction texts using conventions such as indexes, contents pages and glossaries. I can use appropriate terminology when discussing texts and the plot, characters and settings.
Identify and explain the sequence of events	<ul style="list-style-type: none"> I can identify the main ideas drawn from more than one paragraph and summarising these.
Make inferences from the text	<ul style="list-style-type: none"> I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. I can draw simple inference with evidence such as inferring characters' feelings.
Making Predictions	<ul style="list-style-type: none"> I can predict what might happen next from details stated and implied.
Making Comparisons	<ul style="list-style-type: none"> I can discuss and compare texts from a wider variety of genres and writers, referring to authorial style, themes and features.
How content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> I can recognise and discuss the different features of a variety of texts.
Talking about Books	<ul style="list-style-type: none"> I can read books that are structured in different ways for a range of purposes and participate in discussions about them. I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
Reading Fluency	<ul style="list-style-type: none"> I am beginning to use appropriate intonation and volume when I read aloud. I can usually read fluently, decoding longer words with support, testing out different pronunciations. I can read most words fluently and I attempt to decode any unfamiliar words with increasing speed and skill. I can read with an awareness of the audience by changing my intonation and pace.
Poetry	<ul style="list-style-type: none"> I can recognise and discuss some different forms of poetry.
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"> 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. I can read with increasing fluency and can read the majority of the year 5/6 exception words. 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 I can read a wider range of challenging text with improving fluency and understanding, decoding the majority of unfamiliar words with speed and skills.
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> I can identify where ambitious vocabulary has been used in the text. I can explain how language can give the reader certain impressions about the text. I understand the difference between literal and figurative language and explain the effects of imagery on the reader. 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.
Give/explain the meaning of words in context	<ul style="list-style-type: none"> I can identify a full range of prefixes and suffixes and use these to help me understand the meaning of unfamiliar words. I can identify the difference between literal and figurative language.
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> I can ask questions about a familiar text. I am starting to recognise themes in what I read. I can compare characters, settings and themes within a text. I can consider different viewpoints and stating how they differ. I can identify statements of fact and opinion. I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views. I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.
Identify and explain the sequence of events	<ul style="list-style-type: none"> I can summarise what paragraphs are about and how they are linked.
Make inferences from the text	<ul style="list-style-type: none"> I can draw inferences from characters' feelings, thoughts and motives. I can draw simple inferences and infer characters' feelings, thoughts and actions, whilst justifying these with evidence. I can draw inferences based on direct and indirect clues.
Making Predictions	<ul style="list-style-type: none"> I can make plausible predictions based on knowledge from the text. I can make plausible predictions, based on details stated and implied, and starting to use evidence from the text to support these.
Making Comparisons	<ul style="list-style-type: none"> I can read a wider range of genres with support and am starting to identify the structural differences and similarities. I can make comparisons between familiar books. 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.
How content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> I am reading a wider range of genres with different structures and purposes for pleasure. I can use my growing knowledge of texts and organisational devices to retrieve and record information from fiction and non-fiction texts.
Talking about Books	<ul style="list-style-type: none"> I can share my point of view about a text with a small group. I can participate in discussions about books which are read to me and those that I can read for myself.



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	<ul style="list-style-type: none">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.		
Reading Fluency	<ul style="list-style-type: none">I am showing a growing awareness of the audience when I read out loud and starting to adapt my tone and volume appropriately.When reading out loud, I consider how my intonation, tone and volume could be changed for different audiences.		
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"> I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues. 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. 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
Identify/explain how meaning is enhanced through choice of words and phrases	<ul style="list-style-type: none"> I can discuss vocabulary used by the author to create effect. I can evaluate the use of authors' language and explain how it has created an impact on the reader. I can analyse the use of language, including figurative language and how it is used for effect.
Give/explain the meaning of words in context	<ul style="list-style-type: none"> I can explain how language (including figurative language), structure and presentation can contribute to the meaning of a text.
Retrieve and record information/ identify key details from fiction and non-fiction	<ul style="list-style-type: none"> I can recommend texts based on personal choice to my peers. I can distinguish independently between statements of fact and opinion. I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views. I can use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. I can retrieve, record and present information from texts to other readers in informal notes and formal presentations. I can recognise themes in what I read. I can consider different accounts of the same event and discussing viewpoints.
Identify and explain the sequence of events	<ul style="list-style-type: none"> I can identify the main ideas drawn from more than one paragraph and summarise them. I can draw out key information and summarise the main ideas in a text.
Make inferences from the text	<ul style="list-style-type: none"> I can draw inferences from characters' feelings, thoughts and motives. I can draw inferences and infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Making Predictions	<ul style="list-style-type: none"> I can justify predictions with evidence from the text. I can make predictions, based on details stated and implied, with evidence from the text.
Making Comparisons	<ul style="list-style-type: none"> I can make comparisons within and across books. I can read a wide range of genres, identifying the characteristics of text types and differences between text types. I can read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types. 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. I can compare characters, settings and themes within a text and across more than one text.
Talking about Books	<ul style="list-style-type: none"> I can participate in discussions about books which are read to me and those that I can read for myself. 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.



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