

Key Skills Assessment Criteria

Subject: Reading



	Word Reading	Comprehension
Year 1	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read many common exception words from (English appendix 1)</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Understand both the books he/ she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/ she reads and corrects inaccurate reading</p> <p>Understand both the books he/ she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far</p>
Year 2	<p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Recognise alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Understand both the books that he/ she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/ she listens to by answering and asking questions and making links</p> <p>Understand both the books that he/ she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/ she can read for himself/herself, taking turns and listening to what others say</p>
Year 3	<p>Word Reading</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Maintain positive attitudes to reading and understanding of what he/ she reads by listening to and discussing a wide range of fiction, poetry, plays and nonfiction</p> <p>Maintain positive attitudes to reading and understanding of what he/ she reads by identifying themes in books</p> <p>Understand what he/ she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads independently by predicting what might happen from details stated</p> <p>Retrieve and record information from non-fiction</p>
Year 4	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Maintain positive attitudes to reading and understanding of what he/ she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what he/ she reads by using dictionaries to check the meaning of words that he/ she has read</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context</p> <p>Understand what he/ she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</p> <p>Understand what he/she reads independently by predicting what might happen from details stated and implied</p> <p>Understand what he/ she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</p> <p>Retrieve and record information from non-fiction over a wide range of subjects</p>

Year 5	Read aloud and understand the meaning of new words that he/ she meets linked to the expectations of year 5 spelling	<p>Maintain positive attitudes to reading and understanding of what he/ she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what he/ she reads by recommending books that he/she has read to his/ her peers, giving reasons for their choices</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/ her understanding and exploring the meaning of words in context</p> <p>Retrieve, record and present information from non-fiction</p>
Year 6	Read a loud and understand the meaning of new words that he/ she meets linked to the expectations of year 6 spelling	<p>Maintain positive attitudes to reading and understanding of what he/ she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>Understand what he/ she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> <p>Provide reasoned justifications for his/her views</p>