# Year 1 Reading Assessment

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| I know when to use phonic knowledge to decode words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read common words using phonic knowledge, where possible. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read words of more than one syllable that contain taught GPCs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read phonically decodable texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know the difference between a story book and an information book. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can find the title, author and the illustrator of a book. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know some familiar stories. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use picture clues to support my understanding. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise a character's feelings. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can say why a character has a feeling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read aloud with pace and expression. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I blend sounds in unfamiliar words based on known GPCs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read words with familiar endings - s, es, ing, ed, er, est. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read words which have the prefix –un added. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read phonically decodable texts, with confidence. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I say if a story reminds me of another story or something that I have experienced. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I retell key stories orally using narrative language. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I make predictions based on the events in the story. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I hear and recognise all 40+ phonemes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I match all 40+ graphemes to their phonemes (Phase 3). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I identify all 40+ graphemes in my reading. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know that words can have omitted letters and that an apostrophe represents the omitted letters. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can find contractions in my reading. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read words with contractions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read compound words, for example football, playground, farmyard, bedroom. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can answer retrieval questions about a book. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I understand that a writer can leave gaps for the reader to fill. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I answer questions which fill the gaps in a story. (Inference) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment standard for Autumn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment standard for Spring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment standard for Summer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| **Greater Depth** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| I use my phonics knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I readily and confidently ask questions to clarify understanding. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I explain to others why I have enjoyed a book and summarise the story if asked to do so. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read for an extended period because I really enjoy stories. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am aware that I will learn a great deal from non-fiction books. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I express a preference for the type of book I enjoy and explain why I like that type of book. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain the difference between a fiction and non-fiction book and talk about the way each is organised. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use my own knowledge and experiences to help bring a deeper understanding to the text I am reading. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I make suggestions about events and characters in the book which go well beyond what is written in the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am beginning to use some of the features I see in the books I read in my own writing, e.g., repeated texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Greater Depth achieved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Year 2 Reading Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| I use the graphemes taught to blend sounds. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know that phonemes may be represented by different graphemes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read familiar words automatically and accurately without sounding or blending. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can read most words containing common suffixes* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can read ahead to aid with fluency and expression. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can check that text I read makes sense. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can use commas, question marks and exclamation marks to vary expression | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can read aloud with expression and intonation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know that the same grapheme may be read in different ways. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use different strategies to support fluent decoding. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise key ideas in a text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can retell stories with the key events in the correct sequence. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know how to find information in a non-fiction book. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can find patterned or recurring literary language in poems and stories. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can find the answers to retrieval questions about stories, poems or non-fiction texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can make predictions about possible events. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can comment on the plot, setting and characters in familiar and unfamiliar stories. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read words of two or more syllables accurately. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read these books fluently and confidently without overt sounding out | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recite or perform a poem making the meaning clear. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I find inferences about characters' feelings and thoughts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain inferences about characters' feelings and thoughts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I give reasons for characters' actions or behaviour. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Autumn** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Spring** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Summer** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# Year 2 Reading Assessment

Greater Depth

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| I self-correct, look backwards and forwards in the text and search for meaning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read poetry, using intonation and expression, and handle humour appropriately when needed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I extract information from non-fiction using contents, index, chapters, headings and glossary. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I identify and comment on the main characters in my text and the way they relate to one another. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I show understanding of the main points of the text and re-tell the story. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I make sensible predictions about what is likely to happen in the story and to different characters. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I add to meaning of my reading through expression and intonation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know how suspense and humour is built in a story, including the development of the plot. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am quick to pick up inferences that go beyond the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I empathise with different characters I come across in my reading. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I pick out key words and phrases used by the author to help the reader know more about the personality of the characters in a text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I identify key similarities and differences within two books I have read. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am beginning to use some of the plots that I have come across in my reading in my own writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I seek new and unfamiliar vocabulary within my reading with the intention of using them in my own writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Greater Depth achieved** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# Year 3 Reading Assessment

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| I use root words to help me read unfamiliar words. |
| I use prefixes and suffixes to read unfamiliar words. |
| I can identify the plot in a narrative. |
| I know how to use a non-fiction book to find identified information. |
| I understand that any book read must be meaningful. |
| I check understanding in any book or text that I read. |
| I recognise how commas are used to give more meaning. |
| I recognise and name different types of poems which have been introduced. |
| I recognise inverted commas. |
| I recognise plurals, pronouns and how used, collective nouns and adverbs. |
| I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. |
| I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. |
| I can talk about the different plot structures in genres read. |
| I can find effective words and language in reading that writers have used to create effects. |
| I can record key words or information found in a non-fiction text. |
| I can comment on the way characters relate to one another. |
| I use analogy drawing on the pronunciation of similar known words to read others. |
| I can explain why a writer makes choices about words and language used. |
| I understand the difference that the precise choice of adjectives and verbs makes. |
| I can explain why a writer has chosen specific words and language. |
| I can record words and language from reading to use in my own writing. |
| I infer characters' feelings, thoughts and motives from their actions. |
| I identify the organisation and layout in books. |
| I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| **Assessment standard for Autumn** |
| **Assessment standard for Spring** |
| **Assessment standard for Summer** |

| **Year 3 Reading Assessment**<br>Greater Depth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| When reading aloud, I take full account of the punctuation in the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I make a note of any new word I come across in my reading with the intention of using them in my own writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read ahead to determine direction and meaning in a story. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I talk with confidence about stories I have read and can ask and answer questions related to these texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am confident in predicting what may happen next and use the text I have read so far to help me predict. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My predictions about what happens next in texts I am reading are becoming more accurate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am an avid reader who find every opportunity to read additional texts other than what has been provided for me. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am beginning to develop a preference for certain types of texts and authors. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am keen to find out more about a poet whose poetry I have enjoyed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am keen to find out more about the background setting of the text I am reading, e.g., historical period, social or cultural setting. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise how authors can persuade and begin to use some of these skills in my own writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I seek unfamiliar text in my reading so that I can use new vocabulary in my writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am beginning to recognise the characteristics of certain authors and add these to ideas in my own writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Greater depth achieved | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# Year 4 Reading Assessment

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| I know when phonic strategies will help to read a word and when they will not. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can find words and language in my reading that writers have used to show atmosphere, mood or feelings. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise and name different types of poems which have been introduced to me. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can summarise the main idea of a text in a sentence. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can use appropriate voices for characters within a story. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use dictionaries to check or find the meaning of unfamiliar words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I ask questions to ensure understanding of a text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can find examples of patterned language for effect. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I identify words and language that show the setting of a book – historical, cultural or social. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain the effect created by the poet's choice of words and language. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain the effect of patterned language in poems and why a poet might use it. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know how to use a non-fiction book to find identified information. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can identify a theme in a book. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I make predictions based on the text and from knowledge from other books. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain why the evidence shows what the theme is. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use analogy drawing on the pronunciation of similar known words to read others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain the effect of patterned language. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain why a writer has chosen specific words and language to create atmosphere, mood or feelings. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I ask questions to deepen understanding of a text – between and beyond the lines. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I infer meaning using evidence from events, description and dialogue. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I skim to find specific information on a page or in a paragraph. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can scan a page or paragraph to find key words or information. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain why a writer has used different sentence types or a particular word order and the effect it has created. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Autumn** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Spring** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Summer** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| **Year 4 Reading Assessment**<br>Greater Depth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| I skim, scan and organise non-fiction information under different headings. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace to entertain and maintain interest. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I locate and use information from a range of sources, both fiction and non-fiction. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I appreciate that there can be bias in persuasive writing, including within articles and advertisements. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use inference and deduction to work out the characteristics of different people from a story | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I refer to the text to support my predictions and opinions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I talk about why I prefer certain authors and get 'immersed' in reading their books. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I have established a preference for specific genre of texts and can explain why this is the case. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can compare fictional accounts in historical novels with the factual account. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am confident of my ability to read between the lines as well as my ability to read beyond the lines. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am confident enough to ask questions related to the text I am reading and to offer opinions about the way the story may begin to unfold. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know that if I met the author of a book that I have read, I would have several questions to ask them. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I am regularly using ideas I picked up from my reading in my own writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Greater depth achieved** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# Year 5 Reading Assessment

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| I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain how the structure of non-fiction texts guides the reader to find specific information. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can compare books with similar themes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can vary voice for direct and indirect speech. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can find examples of fact and opinion in texts and explain why one is fact and the other opinion. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I understand that inferences can be drawn from different parts of the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I justify inferences with evidence from the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I summarise the main ideas drawn from a text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can compare different versions of texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can organise my notes and present information. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can use more than one resource when carrying out research. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I understand that a writer uses different sentence structures and techniques to create effects. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I evaluate the effectiveness of different versions of texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explore how events are viewed from another perspective. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain the writer's viewpoint with evidence from the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Autumn** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Spring** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Summer** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I read a range of material and show that I can sustain the reading of longer and more demanding books and poetry. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I infer meaning using evidence from the text I'm studying, wider reading and personal experience. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I adapt my own opinion in the light of further reading or others' ideas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I add value to my reading by using my personal knowledge and context to read between and beyond the lines. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise that there may be times that my interpretation of the text may need to be reviewed in light of new information. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I express my own ideas about a text, supporting my ideas with evidence from the text and explain why the evidence justifies my opinion. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I compare texts by the same author, drawing out similarities and differences, comparing and evaluating different books when doing so. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I compare texts by different authors and talk authoritatively about their different styles and techniques. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise some of the techniques and strategies used by authors to help bring a character to life or to create a precise setting. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Greater depth achieved** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# Year 6 Reading Assessment

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| I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know that texts can have elements of more than one text type. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain the reasons for a viewpoint, using evidence from the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I skim and scan to aide note taking. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I find examples of fact and opinion in texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use point, evidence and explanation (PEE) to respond to questions about texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can make predictions using knowledge of the conventions different genres and text types. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I know that texts have different layers of meaning – between the lines and beyond the lines. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I summarise the main ideas drawn from a text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explore how events are viewed from another perspective. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I identify the techniques used to create feelings, atmosphere, mood or messages. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I appreciate how a set of sentences has been arranged to create maximum effect. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can comment on the effectiveness of the writer's use of language structures and techniques. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain how there are common themes in different books, using evidence from reading. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can explain the writer's viewpoint with evidence from the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Autumn** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Spring** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment standard for Summer** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I use a combination of skimming, scanning and text marking to find and collate information and re-present the collated information. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I identify how writers manipulate grammatical features for effect. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I explain the key features, themes and characters across a text and compare and contrast characters. I explain the author's viewpoint in a text and present an alternative point of view. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I explain the main purpose of a text and summarise it succinctly. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I confidently state preferences of text type including genre and justify my choices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I explain how and why a text has impact on me and identify how characters change during the events of a longer novel. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise the strategies used by different authors to create tension or suspense in the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I compare and contrast the styles of different writers with evidence and explanation and evaluate their differing styles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I appreciate how an author builds relationships between two or more characters and see how this is done over a period of time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I recognise how great authors have created strong characters that the reader can empathise with to the point where the reader can anticipate how they would react in certain situations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Greater Depth Achieved** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |