

Teaching and assessing reading

At our school we teach children the content of the national curriculum 2014 for reading. The programme of study for each year group is separated into two strands: Word reading and reading (and listening) comprehension.

In foundation stage and KS1, the phonics element of the word reading strand is taught using Twinkl Phonics scheme of work. This scheme of work meets the core criteria for phonics teaching laid out by the Department for Education.

In all year groups, there are number of processes, skills and expectations which all children should develop, working with books at their independent level for reading and using good quality, challenging books which are read aloud to them.

Year by year objectives and progression statements

For each year group, the reading comprehension strand of the programme of study is further broken down into **Word Reading, Wider Decoding Strategies, Comprehension Strategies and Response to Text**

There is added detail in these aspects to support the progression in skills children need to take in order to become proficient readers by the age of eleven. Key objectives are shown in bold. Additional progression statements beyond the NC2014 expectations are shown in italics.

Key pupil targets

We believe that children should understand the progress they are making and the steps they need to take. The long list of criteria is for teacher and parent use. We have identified the key learning steps for each year group that should be used as targets. This should be used flexibly, identifying others from the long list if these are required.

NB It is not intended that any of these documents be used as a tick-sheet of skills. Teacher and pupil judgements should be based on how well the child is achieving within each of these aspects and what level or reading age of text the children is able to do these with.

Processes that run throughout the reading strand of the NC 2014:

The development of reading is made on the basis of a series of strands:

Word reading

Children should decode using phonics and graphic knowledge (phonics first approach) and through reading common exception or tricky words.

As decoding develops children should learn to read quickly and fluently words they have decoded on several occasions and not decode every word.

Reading (and listening) comprehension:

In this document, this is separated into 2 strands: Comprehension strategies and Response to texts. Within each of these there are generic skills that need to be taught children at all ages and stages need to learn:

Key strands for focus:

- **Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding**
- **Children should listen to and discuss a wide range of poetry , stories and non-fiction including reference books**

Comprehension Strategies

Children should be taught to understand the books they can read and those read aloud to them by;

1. Predicting
2. Understanding vocabulary: developing strategies for this including recognising what they don't understand
3. Asking questions and “wondering” about the text
4. Developing inference
5. Summarising

We also know that visualising is also very important towards developing children's understanding.

Children need to:

- Read aloud and learn: poetry, plays, stories and non-fiction texts
- Discuss what they read with other children and adults with developing confidence and independence and in developing detail.
- Listen to stories read aloud by the teacher and understand these, including being encouraged to visualise, make inferences and ask questions as an active listener.

NB: One of the main key performance indicators for reading achievement is based on the level of text the child can decode and comprehend simultaneously. Bold type in the book bands at the top of each page indicate expected levels for the end of each year. B, W, S indicate the target tracker levels of beginning, working within and secure (having achieved) the end of year expectation.

Book Band level: Beginning / working towards	Book Band level: Working within/ at expected	Book Band level: Working above / at greater depth.

NB Key targets of each development stage are indicated in bold.
Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	I use phonic knowledge to decode books accurately that have the phoneme / grapheme correspondences in that I know	
	<i>I use phonic knowledge to help me to decode words</i>	
	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes	
	<ul style="list-style-type: none"> <i>I can read phase 2 graphemes and words with these in</i> 	
	<ul style="list-style-type: none"> <i>I can read phase 3 graphemes and words with these in</i> 	
	<ul style="list-style-type: none"> <i>I can read phase 5 graphemes and words with these in</i> 	
	I read exception / tricky words from <i>phase 2 to phase 5</i> and spot unusual letter sound correspondences.	
	I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and -est	
	I read words with more than one syllable that contain graphemes I know	
	<i>I check that what I say matches the expected letters and graphemes across the word.</i>	
Wider decoding skills	I read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	
	<i>I try to correct myself "on the run"</i>	
	<i>I repeat words or phrases to check / confirm or problem - solve</i>	
	I re-read sentences and books to build up fluency and confidence in word reading	
	<i>I show awareness of a range of punctuation marks.</i>	
Comprehension strategies	<i>I locate some pages / sections of interest.</i>	
	I understand what I read and can retell it in sequence	
	I talk about word meanings and I link new meanings to these	
	I check the text makes sense to me as I read and I self-correct when I make mistakes.	
	I make inferences on the basis of what is being done.	
Response to text	I am beginning to link what I read or hear read to my own experiences	
	<i>I identify simple features (language / structure) of key stories and simple non-fiction. (font styles, labels, titles, captions)</i>	
	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.	
	I listen to and discuss a wide range of poems, stories and non-fiction	
	I can explain clearly what I understand when someone reads to me.	
I am learning to appreciate rhymes and poems and I can recite some by heart.		

End of Year 2

Name _____

Bold type indicate expected levels for end of year. Descriptors for each different bands indicate whether children are beginning, developing, working within, working at age related standard or working at greater depth. This is not an exact science.

NB Key elements of each development stage are indicated in bold.

Additional statements not explicit in NC2014 are shown in italics.

Book Band level: Beginning / working towards	Book Band level: Working within/ at expected	Book Band level: Working above / at greater depth.

Aspect	Target	notes
Word reading	I use phonic knowledge to decode new text from L19 - L24 (RR) automatically and fluently	
	I sound out new words quickly in my head including words with alternative phonemes for graphemes	
	I read words of two or more syllables using a range of graphemes	
	I read words with common suffixes ed, ing, est, er, ful	
	I read a range of common exception / tricky words	
	I say which part of the word is tricky	
	I read most words except new or unfamiliar words without having to sound and blend out loud.	
Wider decoding and reading strategies	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes	
	I re-read books with fluency, expression and intonation	
	<i>I am developing my skills to read silently or quietly to myself with increasing speed and independence.</i>	
	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	
Comprehension strategies	I predict what might happen on the basis of what I have read so far	
	I recall specific information from my reading or look back at the text to find information	
	I discuss the sequence of events in books and how information is related	
	I make simple inferences on the basis of what is being said and done	
	I talk about and clarify the meanings of words, linking new meanings to what I already know	
	I use knowledge I already have to help me to understand text.	
	I answer and ask questions about what I read	
Response to text	I listen to and can talk about different poetry, stories and information text including what I like and don't like	
	I explain and discuss my understanding of books, poems and other writing	
	I know and can recite poems with appropriate intonation to make the meaning clear.	
	I talk about my favourite words and phrases and identify familiar patterns in language	
	I recognise simple recurring literary language in stories and poems	
	I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	

End of Year 3

Name _____

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Book Band level: Beginning / working towards	Book Band level: Working within/ at expected	Book Band level: Working above / at greater depth.

Aspect	Target	notes
Word reading	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	
	I read a wider range of common exception / tricky words	
	<i>I break words into syllables to decode unknown words speedily</i>	
Wider decoding strategies	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result	
	<i>I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding</i>	
	<i>I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it</i>	
	<i>I read silently some of the time and am developing better pace in reading.</i>	
	<i>I am beginning to sustain interest in longer texts, returning to them easily after a break</i>	
Comprehension strategies	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	
	I explain the meaning of words in context	
	<i>I ask about the meanings of words I don't understand</i>	
	<i>I make simple connections within a text between one sentence and the next</i>	
	<i>I can picture characters, settings and events to help me understand a text.</i>	
	<i>I use my background knowledge from what I know or have read about to help me to understand.</i>	
	I predict what might happen from details that are stated and implied	
	I can retell the gist of what I have read in my own words	
	I find and record information from non-fiction texts	
	I check the text makes sense to me	
	I ask questions (and wonder) to improve my understanding of a text	
	I identify main ideas taken from a paragraph and summarise these	
	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	
<i>I find evidence from the text to help me to show my understanding.</i>		
Response to text	I understand what I read in books and can discuss this including expressing opinions about what I have read.	
	I identify themes in a range of books.	
	<i>I retell some stories orally</i>	
	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays	
	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.	
	I recognise some different forms of poetry, stories and non-fiction texts	
	<i>I talk about some organisational features of texts</i>	

End of Year 4

Name _____

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Aspect	Target	notes
Word reading	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	
	<i>I read a wider range of common exception / tricky words and I can see what makes them tricky.</i>	
	<i>I break words into different sized chunks, including syllables, to decode unknown words</i>	
Wider decoding and reading strategies	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information	
	<i>I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding</i>	
	<i>I am developing my skills to skim read text and scan to find information and ideas.</i>	
	<i>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it</i>	
Comprehension strategies	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	
	<i>I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story</i>	
	<i>I can picture characters, settings and events to help me understand a text</i>	
	I identify and discuss words and phrases that make the reader interested.	
	I explain the meaning of words in context	
	<i>I ask about the meanings of words I don't understand</i>	
	<i>I can retell the gist of what I have read in my own words, showing understanding of inferences</i>	
	<i>I use dictionaries to check the meaning of words I have read.</i>	
	<i>I use past experiences, what I have previously read and what I know about to support my understanding</i>	
	<i>I make connections between different pieces of information I read including understanding pronoun links</i>	
	I check the text makes sense to me	
	<i>I identify how language, structure and presentation contribute to meaning</i>	
	<i>I ask questions (and wonder) to improve my understanding of a text</i>	
	I identify main ideas taken from more than one paragraph and summarise these in own words	
	I make inferences such as inferring characters' feelings, thoughts and motives from their actions	
I find evidence from the text to help me to support inferences		
Response to reading	I understand what I read in books and can discuss this	
	I find and record information from non-fiction texts	
	I identify themes, structures and some purposes in a wide range of books.	
	<i>I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays</i>	
	<i>I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.</i>	
	<i>I recognise some different forms of poetry, stories and non-fiction texts</i>	
	<i>I talk about organisational features of texts</i>	

End of Year 5

Name _____

Bold type indicate KPIs for expected levels for end of year. Descriptors for each different bands indicate whether children are beginning, developing, working within, working at age related standard or working at greater depth. This is not an exact science

NB Key elements of each development stage are indicated in bold. - Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	
	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>	
Wider decoding and reading strategies	<i>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</i>	
	I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense.	
	<i>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.</i>	
	I scan text to find key words and phrases	
	I skim read a text to get the gist of it.	
	<i>I know that I sometimes need to reread text carefully to understand it fully</i>	
	<i>I read longer texts with increasing pace and stamina</i>	
Comprehension strategies	<i>I check books make sense to me and can talk about my understanding of significant ideas, events and characters.</i>	
	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	
	<i>I can give the gist of what I have read in my own words including what I have inferred</i>	
	I recognise that my ideas and visualised images can and do change during the course of reading	
	I explore the meaning of words in context and I ask about the meanings of words I don't understand	
	<i>I predict what might happen from details stated and implied.</i>	
	<i>I ask questions (and wonder) to improve my understanding.</i>	
	<i>I understand how the language, structure and presentation contribute to meaning.</i>	
	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.	
	<i>I connect the information that I read within paragraphs, across texts and to other books</i>	
Response to text	I sometimes give reasoned justifications for my views based on evidence from the text.	
	<i>I am beginning to understand the difference between fact and opinion</i>	
	I identify and discuss themes and conventions in a range of writing.	
	<i>I comment on how and why a writer has used certain word choices</i>	
	<i>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i>	
	<i>I know a wider range of poetry by heart.</i>	
	<i>I recommend books I have read to friends and give reasons for my choices.</i>	
	<i>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</i>	
	<i>I make comparisons within and across books commenting on similarities and differences.</i>	
	<i>I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others' ideas</i>	
	I can find, record and present information from non-fiction texts	

End of Year 6

Name _____

Bold type indicate KPIs for expected levels for end of year. Descriptors for each different bands indicate whether children are beginning, developing, working within, working at age related standard or working at greater depth. This is not an exact science
 NB Key elements of each development stage are indicated in bold. - Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	
	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>	
Wider decoding and reading strategies	I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.	
	I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.	
	<i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i>	
	I scan text to find key words and phrases and skim read text to get the gist of a passage	
	<i>I reread text carefully to understand it fully</i>	
Comprehension strategies	<i>I monitor my reading for sense and can talk in detail about my understanding including giving the gist,</i>	
	I summarise succinctly the key point of a paragraph	
	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
	I recognise that my ideas and visualised images can and do change during the course of reading	
	I relate what I have read to my personal and literary experiences and wider background knowledge.	
	I explore the meaning of words in context and I ask about the meanings of words I don't understand	
	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.	
	I give reasoned justifications for my views based on evidence from the text.	
	<i>I predict what might happen from details stated and implied.</i>	
	<i>I ask questions (and wonder) to improve my understanding actively looking for answers to these</i>	
	I find, record and present information from non-fiction texts	
	I understand how the language, structure and presentation contribute to meaning.	
	I draw on detail to give persuasive answers to questions	
Response to text	<i>I know the difference between fact and opinion and can identify this in a text</i>	
	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)	
	I identify and discuss themes and conventions in and across a wide range of writing.	
	<i>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i>	
	<i>I know a wider range of poetry by heart.</i>	
	<i>I recommend books I have read to friends and give reasons for my choices.</i>	
	<i>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</i>	
	I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.	
I make comparisons within and across books <i>commenting on similarities and differences.</i>		

NB Key elements of each development stage are indicated in bold.
 Additional statements not explicit in NC2014 are shown in italics

Aspect	Target	notes
Word decoding and reading	<i>I skim and scan effectively and quickly to find or check information</i>	
	I check my understanding to make sure what I have read makes sense	
	I learn new vocabulary, relating it explicitly to vocabulary I know and using context and dictionaries to help me to understand it.	
Comprehension	<i>I understand PEE in response to questions: I make my point then try to back it up with evidence and examples from the text</i>	
	I make <i>simple and complex</i> inference and refer to evidence in the text	
	I uncover different layers of meaning	
	I know how grammar, text structure and organisational features contribute to meaning	
	<i>I retrieve and collate information from a range of sources</i>	
	I explain the impact of the context on the text	
Author purposes, impact on the reader	I use my knowledge of the purpose, audience and context of the writing to support my understanding	
	I discuss how the language choices support the writer's theme and purpose in non-fiction text	
	I discuss and evaluate how authors' use language and vocabulary, including figurative language (e.g. simile, metaphor, personification) presents meaning	
	I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes	
	<i>I identify and explain the viewpoint of the author and explain the effect on the reader</i>	
	<i>I identify and explain the overall effect of a text on the reader.</i>	
	<i>I explain how the context of when the text was written influences the meaning.</i>	
	<i>I am improving my ability to evaluate texts by comparing how different sources treat the same information</i>	
	I read a wide range of fiction and non-fiction including novels, short stories, poems and plays covering wide range of genres, historical periods, forms and authors	
	I extract and evaluate relevant information from more complex texts	
	I show a confident awareness of the effect of the text, with explanation	
	I discuss how structural choices support the writer's theme and purpose	
	I analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations	
	I recognise a range of poetic conventions and understand how these have been used	
	I articulate personal responses to literature, identifying how and why the texts affect the reader due to the author intent	
	I understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	
I re-read books to make me more familiar with them and give me a basis for making critical comparisons across texts		