



Reading Assessment Framework Reception

Working at Age Related Expectation

Word Reading

- working at *Green/Purple* in RWInc
- say a sound for each letter in the alphabet and at least 10 digraphs; -
- read words consistent with their phonic knowledge by sound-blending; -
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- anticipate - where appropriate - key events in stories;
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Reading Assessment Framework Year 1

Working at Age Related Expectation

Word Reading

- can read fluently (approximately 70WPM) and accurately Blue/Grey RWInc books
- give the sound when shown any grapheme that has been taught for all phonemes, including where applicable alternative sounds for graphemes
- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- read phonically decodable two-syllable and three-syllable words including non-words
- read automatically all the words in the list of 100 high-frequency words
- read words containing and identify the suffixes s, es, ing, ed, er and est
- read words with contractions and understand the apostrophe represents the omitted letters

Comprehension

- make simple predictions based on what has been read so far
- identify key features of non-fiction texts (title, subtitle, diagram, contents, index, photo, caption, label)
- become familiar with a range of stories
- self-correct when a word doesn't make sense as they read
- shows understanding of the meaning of new words through discussion and can use some of these in their writing
- discuss the significance of the title and events
- relate events, themes, feelings from known stories to their own lives
- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- are very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- appreciates rhymes and poems, and can recite some by heart
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Working at Greater Depth

- read accurately and confidently words of 2 or more syllables
- talk about favourite authors or genre of books
- predict what happens next in familiar stories
- happy to read aloud in front of others
- tell someone about likes and dislikes related to a story they have read or a story they have had read to them
- read a number of signs and labels in the environment drawing from phonic knowledge when doing so
- aware of mistakes made because reading does not make sense
- re-read a passage if unhappy with own comprehension
- growing awareness of how non-fiction texts are organised
- use illustrations as an important feature in aiding reading



Reading Assessment Framework Year 2

Working at Age Related Expectation

Word Reading

- read fluently and accurately White books
- reads most words at an instructional level (95%) quickly and accurately without overt sounding and blending and at a speed that is sufficient for a child to focus on understanding rather than decoding(90 WPM) .
- read words accurately containing two or more syllables
- read the prefixes and suffixes, and understand the impact that these have on words
- read automatically the next common 200 high frequency words
- read the suffixes s, es, ed, ing, er, est, ly, ment, ness, y

Comprehension

- discuss features such as rhythm, rhyme, alliteration in poems read
- develop an understanding of the author's ideas, plot development and characterisation
- identify and explain the sequence of events in a text
- identify cause and effect in narrative and non-fiction e.g. what prompted a characters' behaviour in a story; why certain dates are commemorated annually?
- makes simple inferences based on what has been read
- use evidence from the text to support their views about what has been read
- draw on knowledge of vocabulary to understand texts
- identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- predict what might happen on the basis of what has been read so far
- monitor what they read, checking the word that they have read makes sense in the context of the story of text
- listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- is familiar with and can retell a wider range of stories, fairy stories and traditional tales
- knows that non-fiction books are structured in different ways
- recognises simple recurring literary language in stories and poetry
- discusses their favourite words and phrases
- is building up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Working at Greater Depth

- enhance meaning through expression and intonation
- identify and comment on main characters in stories and the way they relate
- self-correct, look backwards and forwards in the text and search for meaning
- comment on the way characters relate to one another
- show understanding of the main points of the text and re-tell the story
- make sensible predictions about what is likely to happen in the story and to different characters
- know how suspense and humour is built up in a story, including the development of the plot
- recognise similarities in the plot or characters within different stories
- extract information from non-fiction texts, appropriately sing contents, index, chapters, headings and glossary
- read poetry, using intonation and expression, and handle humour appropriately when needed



Reading Assessment Framework Year 3

Working at Age Related Expectation

Word Reading

- read fluently (about 100 WPM) and accurately Brown books
- apply a growing knowledge of prefixes and suffixes (in, un, dis, mis, sub, super, inter, anti, auto, re -tion, -ation, -ly, ally)
- test out pronunciations of unknown words
- read automatically the Y3 high frequency words

Comprehension

- identify features and conventions of specific fiction and non-fiction texts
- shows understanding of text through inferring characters feelings, thoughts and motives from their actions and justify these inferences with evidence
- predict what might happen based on what has been read or inferred
- identify some different types of poems
- identify main ideas drawn from more than one paragraph and summarising these.
- identify how language, structures and presentation contribute to meaning
- retrieve and record information from non-fiction
- checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reads books that are structured in different ways and reading for a range of purposes
- uses dictionaries to check the meaning of words that they have read
- reads a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifies themes and conventions in a wide range of books
- prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discusses words and phrases that capture the reader's interest and imagination
- recognises some different forms of poetry (e.g. free verse, narrative poetry)
- asks questions to improve their understanding of a text

Working at Greater Depth

- use the features of non-fiction texts to locate information
- use text marking to identify key information
- read longer texts, using independent strategies to ensure full understanding
- pause appropriately in response to punctuation and/or meaning
- make plausible predictions and justify them by referring to the text
- use clues from action, dialogue and description to establish meaning
- infer reasons for actions and events based on evidence from the text
- investigate what is known about a historical setting and events and how they affect a text
- deduce from the evidence in the text what characters are like
- relate events and characters feeling to their own reading and personal experiences
- show awareness of writers' use of figurative language and how it is used to create effects, for example - simile and metaphor
- evaluate how effectively specific text types have been written
- understand how paragraphs are used to organise and build up ideas



Reading Assessment Framework Year 4

Working at Age Related Expectation

Word Reading

- read fluently (about 110 WPM) and accurately Grey books
- use a dictionary to check the meaning of unknown words
- apply a growing knowledge of prefixes and suffixes (in, un, dis, mis, sub, super, inter, anti, auto, re -tion, -ation, -ly, ally)
- test out pronunciations of unknown words
- read automatically the next common 200 high frequency words

Comprehension

- identify features and conventions of specific fiction and non-fiction texts
- shows understanding of text through inferring characters feelings, thoughts and motives from their actions and justify these inferences with evidence
- predict what might happen based on what has been read or inferred
- identify some different types of poems
- identify main ideas drawn from more than one paragraph and summarising these
- identify how language, structures and presentation contribute to meaning
- retrieve and record information from non-fiction
- checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reads books that are structured in different ways and reading for a range of purposes
- reads a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (see reading long term plans)
- identifies themes and conventions in a wide range of books
- prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discusses words and phrases that capture the reader's interest and imagination
- recognises some different forms of poetry (e.g. free verse, narrative poetry)
- asks questions to improve their understanding of a text

Working at Greater Depth

- identify how a writer uses language and punctuation to convey character
- find and talk about how a writer uses vocabulary and grammatical features to create effects
- compare fictional accounts in historical novels with the factual account
- understand the bias in persuasive writing, including articles and advertisements
- talk widely about different writers, giving some information about their backgrounds and the type of literature they produce
- use inference and deduction to work out the characteristics of different people from a story
- make relevant points to compare and contrast characters, finding evidence in the text
- give an opinion, find evidence in the text to justify it. compare the language in older texts with modern Standard English
- use scanning and text marking to find and identify key information
- identify formal and informal language
- recognise how the meaning of sentences is created by word order and punctuation
- show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest



Reading Assessment Framework Year 5

Working at Age Related Expectation

Word Reading

- read fluently (about 120 WPM) and accurately Dark Blue books
- understand the meaning of common homophones that are often confused
- **Comprehension**
- give or explain the meaning of words in context
- retrieve and record information from fiction and non-fiction
- identify key details/features from fiction and non-fiction
- make inferences from the text based on characters feelings, thoughts and motives from their actions and justifying inferences with evidence
- explain and justify inferences with evidence from the text.
- predict what might happen from details stated and implied. Provide reasoned justifications for their views
- identify/explain how information/narrative content is related and contributes to meaning as a whole
- identify/explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text.
- improve accuracy of reading individual words which might be key to the meaning of the sentence or paragraph to improve comprehension
- use growing knowledge of root words and suffixes to read aloud and to understand the meaning of new words
- identify themes and conventions in and across a wide range of writing
- distinguish between statements of fact and opinion
- discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
- identify features and conventions of specific fiction and non-fiction texts)
- identify how language, structure and presentation contribute to meaning
- recommend books that they have read to their peers, giving reasons for their choices
- learns a wider range of poetry by heart
- prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- asks questions to improve their understanding
- reads books that are structured in different ways and reading for a range of purposes
- familiar 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

Working at Greater Depth

- express opinions about a text, using evidence from the text, giving reasons and explanations
- adapt own opinion in the light of further reading or others' ideas
- identify formal and informal language
- know the features of different narrative text types. For example - adventure, fantasy, myths
- compare texts by the same writer
- compare texts by different writers on the same topic
- summarise key information from different texts
- empathise with different character's points of view
- infer meaning using evidence from the text and wider reading and personal experience.
- explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader
- explain how punctuation marks the grammatical boundaries of sentences and gives meaning
- know how the way a text is organised supports the purpose of the writing
- use scanning and text marking to find and identify key information



Reading Assessment Framework Year 6

Working at Age Related Expectation

Word Reading

- read fluently (about 130 WPM) and accurately Dark Red books
- understand the meaning of common homophones that are often confused

Comprehension

- give or explain the meaning of words in context
- retrieve and record information from fiction and non-fiction
- identify key details/features from fiction and non-fiction
- make inferences from the text based on characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied and provide reasoned justifications for their views
- identify/explain how information/narrative content is related and contributes to meaning as a whole
- identify/explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text
- improve accuracy of reading individual words which might be key to the meaning of the sentence or paragraph to improve comprehension
- use growing knowledge of root words and suffixes to read aloud and to understand the meaning of new words
- identify themes and conventions in and across a wide range of writing
- distinguish between statements of fact and opinion
- discuss and evaluate how authors use language including figurative language, considering the impact on the reader
- identify features and conventions of specific fiction and non-fiction texts
- identify how language, structure and presentation contribute to meaning
- recommend books that they have read to their peers, giving reasons for their choices
- learns a wider range of poetry by heart
- prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- asks questions to improve their understanding
- reads books that are structured in different ways and reading for a range of purposes
- familiar 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

Working at Greater Depth

- comment on and explain the structural devices used to organise a text
- read several texts on the same topic to find and compare information
- explain the main purpose of a text and summarise it succinctly
- compare and contrast the language used in two different texts
- identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes evaluate the impact of these.
- identify how writers manipulate grammatical features for effect
- analyse why writers make specific vocabulary choices
- give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them
- explain how and why a text has impact on a reader
- identify how characters change during the events of a longer novel
- explain the key features, themes and characters across a text
- compare and contrast characters, themes and structure in texts by the same and different writers
- explain the author's viewpoint in a text and present an alternative point of view
- explain an opinion, referring to the text to justify it
- present a counter-argument in response to others' points of view using evidence from the text and
- use a combination of skimming, scanning and text marking to find and collate information re-present collated information

