

**ASSESSMENT CRITERIA
READING STAGE 1**

Word Reading
1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Read accurately words of two or more syllables that contain the same graphemes as above
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. Re-read these books to build up their fluency and confidence in word reading
Comprehension
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>
9. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
10. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond they
11. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
12. Being introduced to non-fiction books that are structured in different ways
13. Recognising simple recurring literary language in stories and poetry
14. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases
15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
16. Drawing on what they already know or on background information and vocabulary provided by the teacher
17. Checking that the text makes sense to them as they read and correcting inaccurate reading
18. Making inferences on the basis of what is being said and done
19. Answering and asking questions
20. Predicting what might happen on the basis of what has been read so far
21. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
22. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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**ASSESSMENT CRITERIA
READING STAGE 2**

Word Reading
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3. Read accurately words of two or more syllables that contain the same graphemes as above
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. Re-read these books to build up their fluency and confidence in word reading
Comprehension
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>
9. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
10. Discussing the sequence of events in books and how items of information are related
11. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
12. Being introduced to non-fiction books that are structured in different ways
13. Recognising simple recurring literary language in stories and poetry
14. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases
15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
16. Drawing on what they already know or on background information and vocabulary provided by the teacher
17. Checking that the text makes sense to them as they read and correcting inaccurate reading
18. Making inferences on the basis of what is being said and done
19. Answering and asking questions
20. Predicting what might happen on the basis of what has been read so far
21. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
22. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
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**ASSESSMENT CRITERIA
READING STAGE 3**

Word Reading
1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension
<i>Develop positive attitudes to reading and understanding of what they read by:</i>
3. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books
4. Reading books that are structured in different ways and reading for a range of purposes
5. Using a dictionary to check the meaning of words that they have read
6. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
7. Identifying themes and conventions in a wide range of books
8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
9. Discussing words and phrases that capture the reader's interest and imagination
10. Recognising some different forms of poetry (e.g. free verse, narrative poetry)
<i>Understand what they have read, in books they can read independently by:</i>
11. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
12. Asking questions to improve their understanding of a text
13. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
14. Predicting what might happen from details stated and implied
15. Identifying main ideas drawn from more than one paragraph and summarise these
16. Identifying how language, structure and presentation contribute to meaning
17. Retrieve and record information from non-fiction
18. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

**ASSESSMENT CRITERIA
READING STAGE 4**

Word Reading
1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
1b. Read aloud using expression and intonation, taking into account punctuation.
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension
<i>Develop positive attitudes to reading and understanding of what they read by:</i>
3. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books
4. Reading books that are structured in different ways and reading for a range of purposes
5. Using a dictionary to check the meaning of words that they have read
6. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
7. Identifying themes and conventions in a wide range of books
8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
9. Discussing words and phrases that capture the reader's interest and imagination
10. Recognising some different forms of poetry (e.g. free verse, narrative poetry)
<i>Understand what they have read, in books they can read independently by:</i>
11. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
12. Asking questions to improve their understanding of a text
13. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
14. Predicting what might happen from details stated and implied
15. Identifying main ideas drawn from more than one paragraph and summarise these
16. Identifying how language, structure and presentation contribute to meaning
17. Retrieve and record information from non-fiction
18. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

**ASSESSMENT CRITERIA
READING STAGE 5**

Word Reading
1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet
1b. Read aloud using expression and intonation, taking into account punctuation/ use of conjunctions to show understanding.
Comprehension
<i>Maintain positive attitudes to reading and understanding of what they read by:</i>
2. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
3. Reading books that are structured in different ways and reading for a range of purposes
4. Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions
5. Recommending books that they have read to their peers, giving reasons for their choices
6. Identifying and discussing themes and conventions in and across a wide range of writing
7. Making comparisons within and across books
8. Learning a wider range of poetry by heart
9. Preparing 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
<i>Understand what they read by:</i>
10. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
11. Asking questions to improve their understanding
12. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
13. Predicting what might happen from details stated and implied
14. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
15. Identifying how language, structure and presentation contribute to meaning
16. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
17. Distinguish between statements of fact and opinion
18. Retrieve, record and present information from non-fiction
19. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
20. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
21. Provide reasoned justifications for their views

**ASSESSMENT CRITERIA
READING STAGE 6**

Word Reading
1. Apply their knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet
1b. Read aloud using expression and intonation, taking into account punctuation/ use of conjunctions to show understanding.
Comprehension
<i>Maintain positive attitudes to reading and understanding of what they read by:</i>
2. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
3. Reading books that are structured in different ways and reading for a range of purposes
4. Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions
5. Recommending books that they have read to their peers, giving reasons for their choices
6. Identifying and discussing themes and conventions in and across a wide range of writing
7. Making comparisons within and across books
8. Learning a wider range of poetry by heart
9. Preparing 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
<i>Understand what they read by:</i>
10. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
11. Asking questions to improve their understanding
12. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
13. Predicting what might happen from details stated and implied
14. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
15. Identifying how language, structure and presentation contribute to meaning
16. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
17. Distinguish between statements of fact and opinion
18. Retrieve, record and present information from non-fiction
19. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
20. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
21. Provide reasoned justifications for their views