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|  | **Skill** | **Criteria** |
| 1 | **Read** | Can read independently using a range of strategies appropriately, including decoding to establish meaning. |
| 2 | **Read** | Can read aloud with expression and intonation taking into account . ? , ! and ‘ for contractions, as well as inverted commas (“ “) for dialogue. |
| 3 | **S, E** | Can summarise and explain the main points in a text, referring back to the text, referring back to the text to support this. |
| 4 | **I** | Can explore some straightforward underlying themes and ideas and ideas in an appropriate level text. |
| 5 | **P** | Can make plausible predictions based on knowledge from/of the text and wider connections. |
| 6 | **E** | Can explain how and why main characters act in certain ways in a story, using evidence from the text. |
| 7 | **E** | Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. |
| 8 | **E** | Understands the purpose of a paragraph/chapter. |
| 9 | **E** | Identifies where language is used to create mood, build tensions or paint a picture. |
| 10 | **R** | Can use knowledge of the alphabet to locate information |
| 11 | **Read** | Can read most of the Y1/Y2 high frequency words. |
| 12 | **R** | Is able to quote directly from the text to support thoughts and discussions. |
| 13 | **I** | Can discuss reasons for actions and events based on evidence in the text. |
| 14 | **I** | Can discuss how characters are built from small details. |
| 15 | **V** | Can explore potential meanings of ambiguous vocabulary (WOW words) read in context. |
| 16 | **I** | Can sometimes empathise with different characters’ point of view in order to explain what the characters are thinking/feeling/doing/acting. |
| 17 | **E** | Can comment on the author’s choice of language to create mood and build tension. |
| 18 | **E** | Can identify the differences between a wider range of non-fiction text types |
| 19 | **E** | Can identify language features of some different text types |
| 20 | **Read** | Can ALL read Y1/Y2 high frequency words. |
| 21 | **Read** | Can read aloud with intonation and expression, taking into account higher standard punctuation, including … ( ) - . |
| 22 | **R** | Can locate information by skimming and scanning |
| 23 | **R** | Can use text marking to support retrieval of information or ideas from texts |
| 24 | **E** | Can recognise how a character is presented in different ways and respond to with reference to the text. |
| 25 | **I** | When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence. |
| 26 | **E** | Is beginning to distinguish between fact and opinion in texts. |
| 27 | **I** | Can use clues from action, description and dialogue to establish meaning. |
| 28 | **E** | Is beginning to identify differences between different fiction genres. |
| 29 | **I** | Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act. |

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| **AUTUMN** | **SPRING** | | | | | **SUMMER** | | | | | | | | | |

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|  | **End of previous year assessment** | **AUTUMN** | **SPRING** | **SUMMER** |
| **Statements Highlighted** |  |  |  |  |
| **Banding** |  |  |  |  |

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| Word reading notes and guidance |
| * Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. * When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. * Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. * Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so. |
| Reading comprehension notes and guidance |
| * Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading ‘place’ instead of ‘palace’). * Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. * The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. * Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character’s behaviour in a story; why certain dates are commemorated annually). ‘Thinking aloud’ when reading to pupils may help them to understand what skilled readers do. * Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. * Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. * Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. |

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| **Banding guidance** | | | |
|  | **Working Towards the Expected Standard** (WTS) | **Working at the Expected Standard**  (EXS) | **Working at Greater Depth**  (GDS) |
| **Assessment**  (Out of 29) | 6-14 | 15-23 | 24-29 |
| Please use the following codes when recording bandings:   * **WTS** – for children who are working at the expected standard. * **EXS** – for children who are working at the expected standard. * **GDS** – for children who are working at greater depth. | | | |