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|  | **Skill** | **Criteria** |
| 1 | **Read** | Can read most of the Y1/Y2 high frequency words. |
| 2 | **Read** | Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations or graphemes that have more than one sound |
| 3 | **Read** | Knows the function of full stops when reading and shows this in their reading and shows this in their reading aloud. |
| 4 | **S** | Can retell an unknown story beginning, middle and end |
| 5 | **E** | Can use the front cover and book title as well as illustrations and the words inside to make reading choices. |
| 6 | **R** | Can locate specific information on a given page in response to a direct question. |
| 7 | **S** | Can relate stories/texts to their own experiences, including story settings and incidents. |
| 8 | **I** | Can comment on obvious characteristics and actions of characters in stories. |
| 9 | **E** | Is beginning to distinguish between fiction and non-fiction. |
| 10 | **Read** | Can use a range of phonic strategies to read unknown regular words. |
| 11 | **Read** | Can identify when reading does not make sense and self-corrects in order for the text to make sense. |
| 12 | **Read** | Can read aloud, taking into account . ? ! |
| 13 | **R** | Can locate some specific information |
| 14 | **P** | Can make predictions about a text using a range of clues |
| 15 | **I** | Can compare similarities and differences between texts/books in terms of characters, settings and themes. |
| 16 | **I** | Can provide simple explanations about events or information |
| 17 | **E** | Is beginning to talk about the features of certain non-fiction texts |
| 18 | **E** | Is beginning to use contents and index pages to locate information in non-fiction texts. |
| 19 | **Read** | Can read all the high frequency words, up to and including the Y1/Y2 high frequency word list. |
| 20 | **Read** | Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes |
| 21 | **Read** | Can read words with contractions and understands that the apostrophe represents the omitted letter(s). |
| 22 | **Read** | Can read aloud with intonation, taking into account a wider range of punctuation |
| 23 | **V** | Can explain the meaning of ‘WOW’ words e.g. despair, marvel |
| 24 | **S** | Can summarise a story, giving the main points clearly in sequence. |
| 25 | **R** | Having read a text can find the answers to questions, both written and oral. |
| 26 | **E** | Can talk about how different words and phrases affect meaning. |
| 27 | **I** | Can discuss reasons for events in stories by beginning to use clues in the story. |
| 28 | **I** | Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions. |
| 29 | **E** | Can talk about the features of certain non-fiction texts |
| 30 | **E** | Can demonstrate how to use information books |
| 31 | **R** | Can ask questions before reading a non-fiction text and look for the answers within the text when reading. |

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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 reception year. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. * The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. * Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils’ vocabulary. * Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils’ reading and rereading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. |
| Reading comprehension notes and guidance |
| * Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. * Pupils’ vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils’ chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. * However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. * Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. * Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. * Role play can help pupils to identify with and explore characters and 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 31) | 6-14 | 15-24 | 25-31 |
| 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. | | | |