Foundation Stage

ASSESSING PROGRESS IN READING

8-20 Months	I can	☺
	Handle books and printed material with interest.	

16-26 Months	I can	☺
	Be interested in books and rhymes and may have my favourites.	

22-36 Months	I can	☺
	Have some favourite stories, rhymes, songs, poems or jingles.	
	Repeat words or phrases from familiar stories.	
	Fills in the missing word or phrase in a known rhyme, story or game E.g. 'Humpty Dumpty sat on a ...'	

30-50 Months	I can	☺
	Enjoy rhyming and rhyming activities.	
	Show an awareness of rhyme and alliteration.	
	Recognises rhythm in spoken words.	
	Listen to and join in with stories / poems, one-to-one and in small groups.	
	Join in with repeated phrases and anticipates key events and phrases in rhymes and stories.	
	Begin to be aware of the way stories are structured.	
	Suggest how the story might end.	
	Listen to stories with increasing attention and recall.	
	Describe main story settings, events and main characters.	
	Show interest to pictures and print around me.	
	Recognise familiar words and signs such as my name and logos.	
	Look at books independently.	
	Handle books carefully.	
	Recognise information can be relayed in the form of print.	
	Hold books the correct way up and turns pages.	
	Recognise that print carries meaning and I read from left to right and top to bottom	

40-60+	I can	☺
	Continue a rhyming string.	
	Hear and say the initial sound in words.	
	Segment the sounds in simple words and blend them together and know which letters represent them.	
	Recognises some Set 1 sounds	
	Begins to read words and simple sentences.	
	Use vocabulary and forms of speech that are Influenced by my experiences of books.	
	Enjoy reading books. E.g. Ditties	
	Recognise I can get information from books and computers	
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Early Learning Goals		
	Read and understand simple sentences.	
	use sounds that I know to read words accurately.	
	Read some Red Words (A-D)	
	Read some Green Words (Set 1)	
	Show understanding when talking what I have read.	

Exceeding Early Learning Goals		
	Read Green Words (Set 1 and some of set 2)	
	Can spell Red Words (Sets A-D)	
	Describe the main events in simple stories I have read	

Year 1

ASSESSING PROGRESS IN READING

Word Reading

I can	😊
Read Set 1, 2 & 3 sounds. (Real and alien words)	
Read Red Words (Set A- H)	
Read new words correctly by blending the sounds I have been taught.	
Divide words into syllables. E.g. a/bout say/ing	
Read compound words. E.g. carpet teapot backpack	
Read some words with apostrophes and know that the apostrophe represents the missing letters E.g. I'm =I am don't =do not	
Read unfamiliar words by blending the sounds I have been taught.	
Read words that endi in s, ing, -ed, -est E.g. Slugs sleeping played hottest	
I can read words which start with un- E.g. unfit unwell unhappy	
Add –ing, -ed and –er to verbs. E.g. slowing slowed slower	
Read words with more than one syllable using sounds that I have been taught.	

Comprehension

I can	😊
Say what I like and do not like about a book.	
Link what I have heard or read to my own experiences. E.g. I've got a dog too. I've been to the castle/beach/city	
Orally retell stories using story language.	
Talk about the main characters within a well known story.	
Learn some poems and rhymes by heart.	

Comprehension

I can	😊
Use what I already know to understand texts.	
Check that my reading makes sense and go back to correct when it doesn't.	
Begin to draw inferences from the text and/or the illustrations.	
Predict what is going to happen in a text.	
Explain what I think a text is about.	

Stage 1 (0-25%)	0-5
Stage 2 (25-50%)	6-10
Stage 3 (50-85%)	11-17
At National Standard (85-100%)	18-21

Year 2

ASSESSING PROGRESS IN READING

Word Reading	I can	☺
	Read Green Words (Set 1,2 & 3) (Real and alien words)	
	Read Red Words (Set A- P) and recognise the grotty graphemes.	
	Use the sounds I know to decode words automatically and my reading is fluent.	
	Read new words correctly by blending the sounds I have been taught.	
	Read and blend sounds I have been taught and recognise alternative sounds for letters. E.g. Stray trains bake	
	Read words of two or more syllables that contain sounds I have been taught. E.g. Air/plane furn/i/ture	
	I can read words with suffixes. ent/ ness/ ful /'less/'y E.g. roofless neatness sadly playful enjoyment	
	I can read and comment on unusual graphemes and phonemes. E.g. Delay thief bought	
	Read most words quickly and accurately without needing to sound and blend words I have seen before.	
	Read books within my reading level, accurately, showing fluency and confidence.	

Comprehension	I can	☺
	Talk about and give opinions on stories & non- fiction texts	
	Discuss the order of events in books and how information is related.	
	Use what I know already to understand texts. (Context and vocabulary)	
	Orally retell stories. E.g. fairy stories & traditional tales	
	Recognise when my reading does not make sense and self-correct.	

Stage 1 (0-25%)	0-5	
Stage 2 (25-50%)	6-10	
Stage 3 (50-85%)	11-17	
At National Standard (85-100%)	18-21	

Comprehension	I can	☺
	Recognise simple recurring literary language in stories and poetry. E.g. 'Three Little Pigs- I'll huff and I'll puff. Patterns in poems. E.g. If you ever go to tea with my Aunty Mabel, Never put your elbows on the dining-room table, Always wipe your shoes if you've been in the garden, Don't ever burp. If you do, say pardon.	
	Talk about my favourite words and phrases in stories and poems.	
	Say some poems by heart, with intonation to make the meaning clear.	
	Answer and ask questions. about the books I am reading.	
	Make predictions based on what I have read.	
	Draw inferences from illustrations, events, characters' actions and speech.	

ASSESSING PROGRESS IN READING

Word Reading

I can	☺
Read unknown words by applying my knowledge of root words, prefixes and suffixes. E.g. uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness	
Read Year 3 Orange words with unusual spelling and sound patterns. E.g. heart, naughty, strength calendar, grammar, guide,	
Try to pronounce unfamiliar words by using my knowledge of similar looking words.	

Stage 1 (0-25%)	0-4
Stage 2 (25-50%)	5-8
Stage 3 (50-85%)	9-13
At National Standard (85-100%)	14-16

Comprehension

I can	☺
Read a range of fiction, poetry, plays, and non-fiction texts.	
Discuss the texts that I read.	
Read out loud and independently, taking turns and listening to others.	
Explain how non-fiction books are structured in different ways and can use them effectively. E.g. Knows how to use contents page, index and glossary. Recognise labels and captions to pictures and diagrams add meaning.	
Explain some of the different types of fiction books. E.g. fantasy, science fiction, myths Adventure, fables and mystery.	
Ask relevant questions to get a better understanding of a text. E.g. I wonder how Tom knew what the rules of all the games were?	
Predict what might happen based on details I have. E.g. I know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games.	

Comprehension

I can	☺
Infer information about the feelings, thoughts and motives of characters from what I am reading. E.g. Aunty Flo hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around.	
Use a dictionary to check the meaning of unfamiliar words.	
Identify the main point of a text.	
Tell how the structure and presentation add to the meaning of a text.	
Find and record information from non-fiction texts.	
Perform poetry aloud using intonation, tone, volume and action.	

ASSESSING PROGRESS IN READING

Word Reading	I can	☺
	Read unknown words by applying my knowledge of root words, prefixes and suffixes. E.g. uses knowledge of 'agree' to read and understand disagree, agreeable, agreed, agreement, agreement, disagreement.	
	Read Year 4 Orange words with unusual spelling and sound patterns. E.g. business, medicine, separate, surprise	
	Try to pronounce unfamiliar words by using my knowledge of similar looking words.	

Stage 1 (0-25%)	0-4
Stage 2 (25-50%)	5-8
Stage 3 (50-85%)	9-14
At National Standard (85-100%)	15-17

Comprehension	I can	☺
	Select books for specific purposes, especially in relation to science, geography and history learning. E.g. Specialist books for advice on healthy eating.	
	Use a dictionary to check the meaning of unfamiliar words.	
	Discuss and record words and phrases that writers use to engage and impact on the reader.	
	Identify some of the literary conventions in different texts. E.g. Persuasive texts Emotive language, SOC (Surely, obviously, clearly), rhetorical questions, exaggeration. E.g. Adventure story- precisely chosen adjectives, similes and personification.	
	Identify simple themes in texts.	
	Perform poetry aloud, showing understanding by using intonation, tone, volume and action.	
	Explain the meaning of words in context.	
	Ask relevant questions to improve my understanding of a text. E.g. I wonder if Mrs Jones realises she's being tricked by paying twice for each worm or is just being generous?	

Comprehension	I can	☺
	Infer meanings and begin to justify them with evidence from the text. E.g. I think Peter likes the idea of the baby sling and wishes he'd had the chance to be carried in one when he was small, but he seems to be embarrassed at the idea of carrying his baby sister in it because he says he wouldn't be caught dead wearing it with a baby round his neck.	
	Predict what might happen from details stated and from the information I have deduced. E.g. Simon keeps repeating everything Peter says so I think he is going to suggest worm-flavoured ice cream because there has been so much talk about worms.	
	Identify where a writer has used specific word choices for effect to impact on the reader.	
	Identify some text type organisational features. E.g. narrative, explanation and persuasion.	
	Retrieve information from non-fiction texts.	
	Join in with discussions and build on others' ideas and opinions about a text.	

ASSESSING PROGRESS IN READING

Word Reading	I can	☺
	Read and understand the meaning of unknown words by applying my knowledge of root words, prefixes and suffixes. E.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.	
	Read Year 5 Orange words with unusual spelling and sound patterns. E.g. System, government, frequently	
	Try to pronounce unfamiliar words by using my knowledge of similar looking words.	
	Re-read and read ahead to check for meaning.	

Stage 1 (0-25%)	0-2
Stage 2 (25-50%)	3-4
Stage 3 (50-85%)	5-7
At National Standard (85-100%)	8-9

Comprehension	I can	☺
	Read and talk about a wide range of fiction books E.g. Myths, legends and traditional stories, books from other cultures, fantasy, adventure, comedy, science fiction. Discuss the features of each. E.g. Myths -Set in ancient times -Magical elements and powers -Heroic characters/Gods/Goddesses -Includes Mission/revenge -Uses powerful imagery -May mention strange creatures	
	Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. E.g. Explanation Title/Opening Statement/Written in Series of logical steps/ Present Tense/Causal Connectives/Time Adverbials/ Diagrams or Illustrations	

Comprehension	I can	☺
	Identify significant ideas, events and characters; and discuss their significance.	
	Recite poems by heart E.g. Narrative verse, haiku.	
	Perform poetry and plays aloud, showing understanding by using intonation, tone, volume and action.	

ASSESSING PROGRESS IN READING

Word Reading	I can	☺
	Read and understand unknown words by applying my knowledge of root words, prefixes and suffixes. E.g. uses knowledge of 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.	
	Use my combined knowledge of sounds and word origins to pronounce words correctly. E.g. arachnophobia	
	Try to pronounce unfamiliar words by using my knowledge of similar looking words.	
	Read fluently, using punctuation to inform meaning. Read all Year 6 Orange words.	

Stage 1 (0-25%)	0-4
Stage 2 (25-50%)	5-8
Stage 3 (50-85%)	9-13
At National Standard (85-100%)	14-16

Comprehension	I can	☺
	Read and talk about a wide range of fiction books E.g. Myths, legends and traditional stories, books from other cultures, fantasy, adventure, comedy, science fiction. Discuss the features of each. E.g. Science Fiction -May be set in the future -May involve space travel -Alien/robot characters -Characters may behave like humans -Includes Mission- good versus evil -Some scientific description	
	Read books that are structured in different ways.	
	Recognise texts that contain features from more than one text type.	
	Evaluate how effectively texts are structured and presented.	
	Read non-fiction texts to help with my learning.	
	Read accurately and check that I understand.	

Comprehension	I can	☺
	Recommend books that I have read to my peers, giving reasons for my choices.	
	Identify themes in texts.	
	Identify and discuss the conventions in different text types. E.g. There are lots of different types of texts about cycling. -The writer might be recounting his/her experiences of a cycling tour. -The writer might be informing us of cycling events that are happening this season. -The writer might be giving instructions on how to service a bike. -The writer might be explaining the rules of the highway code for cyclists. -The writer might be persuading us to buy a new bike from his company. -The writer might be reviewing cycling helmets – looking at their strengths and weaknesses.	
	Identify the key points in a text.	
	Recite a range of poems by heart. E.g. narrative verse, sonnet.	
	Perform poetry and plays aloud, showing understanding by using intonation, tone, volume and action.	