## **READING CRITERIA**

Name:	Academic Year :										
	Rec.	У1	У2		У3		У4		У5	У5 У6	
		Working at	the Exp	pected	Standa	ırd:		-		_	
Pupil(s) are beginning to independ	ently apply their	knowledge:									
to use their phonic knowledge to de support to read longer unknown wo		accurately (may st	ill need								
to apply their growing knowledge of im-, il-, ir-, dis-, mis-, un-, re-, sub- English Appendix 1*) to begin to re	, inter-, super-, ar										
to apply their growing knowledge of including -ation, -ly, -ous, -ture, -su English Appendix 1*) to begin to re	f root words and s ure, -sion, -tion, -s		<b>J</b>								
to begin to read further Y3/Y4 ex	ception words (as	listed in Appendix	1*).								
to develop a positive attitude to re by:	ading and underst	anding of what the	ey read								
<ul> <li>beginning to use appropria aloud;</li> </ul>	te intonation and v	volume when readii	ng								
<ul> <li>recognising and discussing texts;</li> </ul>	the different fed	itures of a variety	of								
<ul> <li>discussing authors' choice</li> </ul>	of words and phro	ases for effect.									
to understand what they read, in b	ooks they can read	d independently, b	y:								

<ul> <li>asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives;</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>				
to retrieve and record information from non-fiction.				

<sup>\*</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Working at Greater Depth within the Expected standard:									
Pupil(s) are confidently and independently able to apply their knowledge:									
to usually read fluently, decoding longer words with support, testing out different pronunciations.									
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.									
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.									
to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.									
to develop a positive attitude to reading and understanding of what they read by:  • reading with an awareness of audience, (e.g. changes in intonation and pace);  • reading books that are structured in different ways for a range of purposes and participating in discussions about them;									
<ul> <li>using appropriate terminology when discussing texts (plot, character,</li> </ul>									

setting).				
to understand what they read, in books they can read independently, by:				
<ul> <li>predicting what might happen from details stated and implied.</li> </ul>				
<ul> <li>drawing simple         inferences with         evidence such as         inferring         characters'         feelings.</li> </ul>				
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.				

<sup>\*</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.