

READING CRITERIA

Name:	Academic Year :						
	Rec.	Y1	Y2	Y3	Y4	Y5	Y6
Working at the Expected Standard:							
Pupil(s) are beginning to independently 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: <ul style="list-style-type: none"> • reading with an awareness of audience, (e.g. changes in intonation and pace); • reading books that are 							

<p>structured in different ways for a range of purposes and participating in discussions about them;</p> <ul style="list-style-type: none"> • using appropriate terminology when discussing texts (plot, character, setting). 								
<p>to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied. • drawing simple inferences with evidence such as inferring characters' feelings. 								
<p>to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.</p>								

* 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 read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.								
to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.								
to understand the meaning of new words through contextual cues.								
to read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.								
<p>to develop a positive attitude to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience; • discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings); • recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry). 								
<p>to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • discusses vocabulary used by the author to create effect; • identifies main ideas drawn from more than one paragraph and 								

<p>summarises these;</p> <ul style="list-style-type: none"> • draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text; • justifies predictions with evidence from the text. 								
<p>to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>								
<p>to use dictionaries to check the meaning of words that they have read.</p>								

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