

READING CRITERIA

Name:	Academic Year :							
	Rec.	Y1	Y2	Y3	Y4	Y5	Y6	
Working Towards the Expected Standard:								
Pupil(s) are beginning to meet the following aims with support:								
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.								
to apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly (as listed in English Appendix 1*) to read aloud.								
to read all Y5/Y6 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.								
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).								
to maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • showing an awareness of audience when reading out loud using intonation, tone, volume, action; • recommending texts based on personal choice to peers; • reading a wide range of genres, identifying the characteristics of text types and differences between text types. 								
to understand what they read by:								

<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 summarises these; • draws inferences from characters' feelings, thoughts and motives; • justifies predictions with evidence from the text. 								
<p>to use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction.</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.

to retrieve, record and present information from texts to other readers in informal notes and formal presentations.								
to participate in discussions about books that are read to them and those they can read for themselves.								

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Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge and skills:								
to read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.								
<p>to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • confidently performing texts (including poems learned by heart) using a wide range of devices to engage the audience and for effect; • reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 								
<p>to understand what they read by:</p> <ul style="list-style-type: none"> • recognising themes in what they read (such as loss or heroism); • comparing characters, settings and themes within a text and across more than one text; • considering different accounts of the same event and discussing viewpoints (both of authors and of fictional characters); • analysing the use of language, including figurative language and how it is used for effect; 								

<ul style="list-style-type: none"> • discussing how characters change and develop through texts by drawing inferences based on indirect clues; • drawing out key information and summarising the main ideas in a text. 								
<p>to distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</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 read to as well as spell.