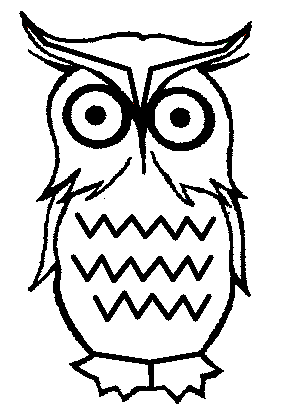
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*This assessment grid summarises the progression children make in learning from Year 1 to Year 6. It is broken into: Word Reading and Comprehension.*

*Please use this as a working document, to see where your children are at and what they need to do to progress further.*

*Leanne Geddes*

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word Reading** | * I can apply phonic knowledge and skills as the route to decode words. * I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. * I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * I can read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. * I can read other words of more than one syllable that contain taught GPCs. * I can read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s). * I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. * I can re-read these books to build up my fluency and confidence in word reading. | * I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. * I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * I can read accurately words of two or more syllables that contain the same GPCs as above. * I can read words containing common suffixes. * I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. * I can read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. * I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. * I can re-read these books to build up my fluency and confidence in word reading. | * I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the curriculum, both to read aloud and to understand the meaning of new words I meet. * I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | * I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet. | |
| **Comprehension** | * I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. * I can link what I read or hear to my own experiences. * I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. * I can recognise and join in with predictable phrases. * I am learning to appreciate rhymes and poems, and to recite some by heart. * I can draw on what I already know or on background information and vocabulary provided by the teacher. * I can check that the text makes sense to me as I read and correct inaccurate reading. * I can discuss the significance of the title and events. * I can make inferences on the basis of what is being said and done. * I can predict what might happen on the basis of what has been read so far. * I can participate in discussion about what is read to me, taking turns and listening to what others say. * I can explain clearly my understanding of what is read to me. | * I can listen to, discussing and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond which I can read independently. * I can discuss the sequence of events in books and how items of information are related. * I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. * I am being introduced to non-fiction books that are structured in different ways. * I can recognise simple recurring literary language in stories and poetry. * I can discuss my favourite words and phrases. * I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. * I can draw on what I already know or on background information and vocabulary provided by the teacher. * I can check that the text makes sense to me as I read and correct inaccurate reading. * I can make inferences on the basis of what is being said and done. * I can answer and ask questions. * I can predict what might happen on the basis of what has been read so far. * I can participate in discussion about books, poems and other words that are read to me and those that I can read for myself, taking turns and listening to what others say. * I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself. | * I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * I read books that are structured in different ways and read for a range of purposes. * I can use dictionaries to check the meaning of words that I have read. * I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. * I can identify themes and conventions in a wide range of books. * I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. * I understand what I read independently by checking that the text makes sense to me. * I can discuss my understanding and explain the meaning of words in context. * I can ask questions to improve my understanding of a text. * I can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * I can predict what might happen from details stated and implied. * I can identify main ideas drawn from more than one paragraph and summarise these. * I can identify how language, structure, and presentation contribute to meaning. * I can retrieve and record information from non-fiction books. * I can participate in discussions about books that are read to me and those I can read for myself, taking turns and listening to what others say. | | * I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * I can realign books that are structured in different ways and reading for a range of purposes. * I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. * I can recommend books that I have read to my peers and give reasons for my choices. * I can identify and discuss themes and conventions in and across a wide range of writing. * I can make comparisons within and across books. * I can learn a wider range of poetry by heart. * I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. * I can check that the book makes sense to me, discussing understanding and exploring the meaning of words in context. * I can ask questions to improve my understanding. * I can draw inferences and justify these with evidence from the text. I can predict what might happen from details stated and implied. * I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. * I can identify how language, structure and presentation contribute to meaning. * I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. * I can distinguish between statements of fact and opinion. * I can retrieve, record and present information from non-fiction. * I can participate in discussions about books that are read to me and those they can read for myself, building on my own and others’ ideas and challenging views courteously. * I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. * I can ask questions to improve my understanding of what I have read. * I can provide reasoned justifications for my views. | |