

Year 1 - Expectations Teaching Assessment Framework

Reading

Name: _____

Working Towards the Expected Standard (Pink to green PM 1-14 Benchmark)

1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. *	
2.	Read accurately some words of two or more syllables that contain the same GPCs.*	
3.	Read many of the Year 1 common exception words *	
4.	Read aloud many words accurately	
5	Explain why they like a part of the story.	

Working at the Expected Standard- In an age appropriate book (Orange & Turquoise PM 15-18)

1.	Read accurately many words of one or more syllables.	
2.	Read most of the Year 1 common exception words.*	
3.	Sound out some unfamiliar words accurately, without undue hesitation.	
4.	Check that I understand what I have read.	
5.	Answer questions and make simple inferences. *	

Working at Greater Depth (purple+)

1.	Sound out many unfamiliar words accurately, without undue hesitation.	
2.	Make inferences.	
3.	Plausible predictions of what might happen on the basis of what has been read so far.	
4.	Read some Year 2 common exception words.*	
5.	Read some of the year 2 words containing suffixes. *	

*Resources available

Year 2 Reading Criteria

Name: _____

Working Towards the Expected Standard

The pupil can:

Read accurately by blending the sounds in words that contain the common graphemes for all 40 phonemes

Read accurately some words of 2 or more syllables that contain the same grapheme – phoneme correspondences (GPC's)

Read many common exception words

In a book closely matched to the GPC's above, the pupil can:

Read aloud many words quickly and accurately without overt sounding or blending

Sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

Answer questions with a teacher and make simple inferences

Working at the Expected Standard

The pupil can:

Read accurately words of 2 or more syllables

Read most words containing common suffixes

Read most common exception words

In age appropriate books, the pupil can:

Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.

Sound out most unfamiliar words accurately without undue hesitation

In a book that they can read fluently, the pupil can:

Check it makes sense to them, correcting any inaccurate reading

Answer questions and make some inferences

Explain what has happened so far in what they have read.

Working at Greater Depth Within the Expected Standard

The pupil can, in a book they are reading independently:

Make inferences

Make a plausible prediction on what might happen based on what they have read so far

Make links between the book they are reading and other books they have read.

End of Year 3 Expectations Assessment Sheet - Reading

Name: _____

Working Towards the Expected Standard

1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*	
2.	Read accurately some words of two or more syllables that contain the same GPCs.*	
3.	Read some of the year 3 common exception words.*	
4.	Read aloud many words quickly and accurately without overt sounding and blending. *	
5.	Sound out many unfamiliar words accurately of words up to 5 graphemes *	
6.	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.	

Working at the Expected Standard- In an age appropriate book

1.	Read accurately most words of two or more syllables.	
2.	Read most words containing common suffixes.*	
3.	Read many common of the year 3 exception words.*	
4.	Read words accurately and fluently without overt sounding and blending i.e. approximately 90 words per minute.	
5.	Sound out most unfamiliar words accurately, without undue hesitation.	
6.	To have knowledge of and explain the meaning of many tier 2 age appropriate words.*	
7.	Check that I understand what I have read by giving a summary in my own words.	
8.	Ask and answer questions and make inferences on the basis of what is being said and done. *	

Working at Greater Depth

1.	Make inferences on the basis of what is being said and done.*	
2.	Predict what might happen on the basis of what has been read so far.	
3.	Make links between the book I am reading and other books I have read.*	

- Resources available

End of Year 4 Expectations - Assessment Sheet - Reading

Name: _____

Working Towards the Expected Standard

1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (inc alternative spelling patterns) *	
3.	Read some of the year 4 common exception words.*	
4.	Read aloud some words quickly and accurately without overt sounding and blending.	
5.	Sound out many unfamiliar words accurately (up to and beyond 6 graphemes).*	
6.	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.	

Working at the Expected Standard- In an age appropriate book

1.	Read accurately most words of two or more syllables.	
2.	Read most words containing common suffixes.*	
3.	Read many of the year 4 common exception words.*	
4.	Read words accurately and fluently without overt sounding and blending i.e. at approximately 90 words per minute.	
5.	Sound out phonetically plausible unfamiliar words accurately, without undue hesitation	
6.	Check that I have understood what I have read and retell it in my own words.	
7.	Retrieve key details from both fiction and non- fiction texts	
9.	Draw inferences based on actions, speech or description.	
10	To have knowledge of and explain the meaning of many tier 2 age appropriate words. *	

Working at Greater Depth

1.	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.	
2.	Predict what might happen on the basis of what has been read so far.	
3.	Make specific links between the book I am reading and other books I have read.	

End of Year 5 Expectations Interim Assessment Sheet Reading

Name: _____

Working Towards the Expected Standard

1.	Read aloud many words quickly and accurately without overt sounding and blending (at approximately 90 words per minute).	
2.	Work out the meaning of known words from the context.	
3.	Read some of the year 5 common exception words.*	
4.	Retrieve key facts from fiction and non-fiction.	
5.	Make plausible predictions.	
6.	Make inferences on the basis of what is being said and done.	

Working at the Expected Standard- In an age appropriate book

1.	Read age-appropriate books with confidence and fluency, using punctuation to guide pace and appropriate expression.	
3.	Read many common of the year 5 exception words.*	
4.	Work out the meaning of new words from the context	
5.	Retrieve information from fiction and non-fiction in an age appropriate text.	
7.	Summarise main ideas, identifying key details and using quotations for illustration.	
8.	Make comparisons within and across books.	
9.	Evaluate how authors use language, including figurative language, considering the impact on the reader	
10.	Predict what might happen from details stated and implied	
11.	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence	
12	To have knowledge of and explain the meaning of many tier 2 age appropriate words.*	

Working at Greater Depth

1.	Infer meaning from across more than one paragraph of text.	
2.	Explain key themes from across a whole text.	
3.	Make specific links between the book I am reading and other books I have read.	

End of Year 6 Expectations Interim Assessment Sheet Reading

Name: _____

Working Towards the Expected Standard

1.	Read aloud many words quickly and accurately without overt sounding and blending (at approximately 90 words per minute).	
2.	Work out the meaning of known words from the context	
3.	Read some of the year 6 common exception words.*	
4.	Retrieve key facts from fiction and non-fiction.	
5.	Make plausible predictions.	
6.	Make inferences on the basis of what is being said and done.	

Working at the Expected Standard- In an age appropriate book

1.	Read age-appropriate books with confidence and fluency, using punctuation to guide pace and appropriate expression.	
3.	Read many common of the year 6 common exception words.*	
4.	Work out the meaning of new words from the context	
5.	Retrieve information from fiction and non-fiction in an age appropriate text.	
7.	Summarise main ideas, identifying key details and using quotations for illustration.	
8.	Make comparisons within and across books.	
9.	Evaluate how authors use language, including figurative language, considering the impact on the reader	
10.	Predict what might happen from details stated and implied	
11.	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence	
12	To have knowledge of and explain the meaning of many tier 2 age appropriate words.*	

Working at Greater Depth

1.	Infer meaning from across more than one paragraph of text.	
2.	Explain key themes from across a whole text.	
3.	Make specific links between the book I am reading and other books I have read.	