



# Assessing without levels

## English: Reading

Year 1	<b>Word Reading</b> Applies phonic knowledge to decode word	<b>Comprehension</b> Reading age-appropriate texts
Emerging	<ul style="list-style-type: none"> <li>• reads simple sentences</li> <li>• responds with the correct sounds to known graphemes</li> <li>• blends sounds aloud when attempting to read new words</li> <li>• re-reads books to develop confidence</li> <li>• uses picture clues to help when reading simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>listens to poems, stories and non-fiction making links to own experiences</b></li> <li>• <b>demonstrates understanding when talking with others about what they have read</b></li> <li>• <b>retells key stories, fairy stories and traditional tales</b> through role play</li> <li>• answers questions about stories read</li> <li>• identifies features of books, e.g. title etc.</li> <li>• <b>recognises predictable phrases</b></li> <li>• listens to simple rhymes and poems and joins in with others when reciting them</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• reads simple sentences with some fluency</li> <li>• responds speedily with the correct sound to known graphemes</li> <li>• <b>applies phonic knowledge to decode words</b></li> <li>• blends sounds in unfamiliar words containing known GPC, when reading</li> <li>• reads known CEW</li> <li>• begins to read words containing known GPS and <i>-s,-es, -ing, -ed, -er</i> and <i>-est</i> endings</li> <li>• reads words of more than one syllable that contain known GPCs on occasions</li> <li>• begins to read words with contractions</li> <li>• re-reads books to develop confidence and fluency</li> <li>• uses pictures to read and understand the text</li> </ul>	<ul style="list-style-type: none"> <li>• listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them</li> <li>• <b>talks about books, using own knowledge and information provided by the teacher</b></li> <li>• <b>retells key stories, fairy stories and traditional tales</b> orally in simple sentences</li> <li>• <b>joins in with predictable phrases</b></li> <li>• begins to make simple inferences (from pictures, objects, stories)</li> <li>• talks about the meaning of unfamiliar words</li> <li>• <b>learns to appreciate simple rhymes and recites these by heart</b></li> <li>• begins to distinguish between fact and fiction</li> <li>• notices when reading does not make sense</li> <li>• shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher</li> </ul>
Secure	<ul style="list-style-type: none"> <li>• <b>reads aloud books that are consistent with developing phonic knowledge</b></li> <li>• <b>responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes</b></li> <li>• <b>reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li> <li>• <b>reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word</b></li> <li>• reads words containing known GPS and <i>-s,-es, -ing, -ed, -er</i> and <i>-est</i> endings</li> <li>• reads words of more than one syllable that contain known GPCs</li> <li>• reads words with contractions</li> <li>• begins to take account of punctuation when reading</li> <li>• begins to use context clues to help reading for meaning</li> <li>• <b>re-reads books to develop confidence, fluency and expression</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently</b></li> <li>• <b>links what they hear or read to their own experiences</b></li> <li>• retells stories they have read, heard and discussed using appropriate vocabulary</li> <li>• talks about what is read to them, taking turns and listening to others. Expresses opinions based on these</li> <li>• <b>explains understanding of what they have read</b></li> <li>• <b>talks about particular characteristics of different types of stories</b></li> <li>• <b>talks about the significance of the title and events</b></li> <li>• <b>makes inferences on the basis of what is read</b></li> <li>• <b>makes simple predictions</b></li> <li>• learns and appreciate rhymes and poems and can recite some by heart</li> <li>• <b>discusses word meanings, making links to known words</b></li> <li>• retells, using significant events and main points in sequence</li> <li>• <b>reads checking texts make sense and correcting inaccurate reading</b></li> </ul>

**Working at greater depth within Year 1**  
*Exhibits skills with confidence and independence*

Year 2	<b>Word Reading</b> Applies phonic knowledge to decode word	<b>Comprehension</b> Reading age-appropriate texts
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation</li> <li>• reads all known graphemes</li> <li>• reads unfamiliar words containing known GPCs accurately and without needing to sound out</li> <li>• reads accurately words that have been encountered frequently</li> <li>• reads known CEW fluently</li> <li>• segments words into syllables to aid decoding</li> <li>• uses punctuation to aid reading with expression</li> <li>• notices when reading does not make sense and attempts to self-correct</li> </ul>	<ul style="list-style-type: none"> <li>• listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction</li> <li>• retells a range of story in sequence</li> <li>• answers questions about books read and shared</li> <li>• finds and retrieves literal information</li> <li>• begins to ask simple questions about books read and shared</li> <li>• recognises simple recurring language in poems and stories</li> <li>• makes plausible predictions</li> <li>• distinguishes between fact and fiction</li> <li>• shows some awareness of text features</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting</li> <li>• reads familiar words without overt sounding and blending</li> <li>• reads words of 2 or more syllables</li> <li>• reads CEW fluently taking note of unusual correspondences between spelling and sounds and where these occur in words</li> <li>• uses punctuation to read with increased expression</li> <li>• notices when reading does not make sense and self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>• asks and answers questions about books read and shared</li> <li>• makes simple inferences using evidence from the text</li> <li>• talks about new vocabulary and offers suggestions about the meaning based on the context</li> <li>• discusses favourite words and phrases</li> <li>• explains how items of information are related and discusses sequence of events</li> <li>• makes plausible predictions, using evidence from the text</li> <li>• begins to skim and scan</li> <li>• talks about how to choose a book to read</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>• applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation</li> <li>• sounds out unfamiliar words accurately, without undue hesitation</li> <li>• automatic decoding, using phonics, is embedded and reading is fluent</li> <li>• recognises and effortlessly decodes alternative sounds for graphemes</li> <li>• reads accurately words of two or more syllables, containing known graphemes</li> <li>• recognises and effortlessly decodes most CEW</li> <li>• reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently</li> <li>• reads words containing common suffixes</li> <li>• reads age-appropriate texts with fluency and confidence</li> <li>• notices when reading does not make sense and takes appropriate action</li> <li>• begins to use expression and intonation to engage a listener, when reading aloud</li> <li>• self-corrects and re-reads to make ensure fluency and meaning</li> </ul>	<ul style="list-style-type: none"> <li>• regards reading as a pleasurable activity</li> <li>• identifies sequences of events in texts and offers simple explanations of how items of information relate to one another</li> <li>• demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales</li> <li>• recognises and understands the different structures of non-fiction books that have been introduced</li> <li>• shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary</li> <li>• learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear</li> <li>• demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided</li> <li>• constructs meaning whilst reading independently, self-correcting where the sense of the text is lost</li> <li>• makes inferences on what has been read</li> <li>• asks and answers questions appropriately, including those based on inference of what is said and done</li> <li>• makes predictions on the basis of what has been read so far</li> <li>• participates in discussions, offering opinions and explanations for these about books, poems and other materials</li> <li>• exercises choice in selecting books</li> </ul>

**Working at greater depth within Year 2**  
*Exhibits skills with confidence and independence*

Year 3	<b>Word Reading</b> Applies phonic knowledge to decode words.	<b>Comprehension</b> Reading age-appropriate texts Participates in discussions about books
Emerging	<ul style="list-style-type: none"> <li>• uses a range of strategies when reading aloud when prompted</li> <li>• <b>reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words</b></li> <li>• <b>experiments with different pronunciations when reading unfamiliar, longer words</b></li> <li>• <b>makes good approximations of a word's pronunciation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books</b></li> <li>• reads independently and can talk about what has been read</li> <li>• makes inferences from texts and can explain these</li> <li>• <b>identifies the main points</b> of a text</li> <li>• <b>makes predictions</b> based on evidence from the text and can explain these</li> <li>• recognises that books are structured in different ways for different audiences and purposes</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• begins to use a range of strategies when reading independently</li> <li>• self-corrects using the appropriate strategies</li> <li>• <b>discusses meaning of new words based on understanding of root words, prefixes and suffixes</b></li> <li>• begins to read ahead looking for clues to determine meaning</li> </ul>	<ul style="list-style-type: none"> <li>• begins to read silently for short periods of time</li> <li>• <b>reads books that are structured in different ways</b></li> <li>• begins to ask questions to improve understanding of the text</li> <li>• recognises the author makes choices regarding the vocabulary used</li> <li>• <b>discusses words and phrases that capture the reader's interest and imagination</b></li> <li>• recognises that authors make choices regarding the layout of text / information</li> <li>• explains how the structure of a text has impact on the reader</li> <li>• begins to recognise different forms of poetry</li> <li>• selects books based on awareness of reading preferences</li> </ul>
Secure	<ul style="list-style-type: none"> <li>• reads a range of texts with fluency, understanding and expression</li> <li>• talks about different strategies that can be used to help make sense of reading</li> <li>• begins to select the most effective strategy</li> <li>• self-corrects without prompting when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• reads silently for longer periods of time</li> <li>• <b>reads for a range of purposes</b></li> <li>• <b>checks reading makes sense</b></li> <li>• <b>talks about their understanding and tries to explain the meaning of words in context</b></li> <li>• reads and discusses a variety of text types</li> <li>• talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons</li> <li>• <b>asks questions to improve understanding of the text</b></li> <li>• infers reasons for action and events</li> <li>• identifies words and phrases used to create mood and tension</li> <li>• offers reasons for authors' choice of vocabulary</li> <li>• begins to summarise what has been read</li> <li>• picks out key points when sequencing fiction</li> <li>• offers explanation for layout or organisational features used within a text</li> <li>• makes comparisons between stories and between non-fiction texts comparing like with like</li> <li>• identifies some different forms of poetry</li> <li>• prepares poetry to be read aloud</li> </ul>

**Working at greater depth within Year 3**  
*Exhibits skills with confidence and independence*

Year 4	Word Reading	Comprehension Reading age-appropriate texts Participates in discussions about books
Emerging	<ul style="list-style-type: none"> <li>reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy</li> </ul>	<ul style="list-style-type: none"> <li>talks about books read, offering opinions and synopsis – at times with prompts</li> <li><b>retrieves and records information from non-fiction texts</b></li> <li>begins to draw inferences re. characters’ thoughts, feelings and motives from their actions</li> <li>summarises main points of stories / information within a paragraph</li> <li>recognises the purpose, form and audience of a text</li> <li>identifies and comments on author viewpoints</li> <li>begins to read a range of different forms of poetry</li> <li>begins to prepare readings to be presented to audiences</li> </ul>
Developing	<ul style="list-style-type: none"> <li>reads a range of texts with fluency, understanding and expression selecting the most effective strategy</li> <li>reads further CEW words</li> </ul>	<ul style="list-style-type: none"> <li>talks about books read, offering opinions and synopsis</li> <li>begins to recognise occurring themes or conventions linked to text types</li> <li>expands and explains answers to questions based on texts read</li> <li>makes reference to texts when answering questions</li> <li><b>justifies inferences with evidence</b></li> <li>picks out vocabulary / phrases used for impact and effect</li> <li><b>identifies main ideas drawn from more than one paragraph and can summarise these</b></li> <li><b>predicts what might happen from details stated and implied</b></li> <li>names some key children’s authors</li> <li>reads aloud with increasing confidence</li> <li>chooses books based on knowledge of author, text type and purpose of reading</li> </ul>
Secure	<ul style="list-style-type: none"> <li><b>reads most words effortlessly at a speaking pace</b></li> <li>Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words</li> <li><b>reads further CEW noting unusual correspondences between spelling and sound and where these occur in words</b></li> <li>reads aloud with appropriate volume</li> </ul>	<ul style="list-style-type: none"> <li>reads a wide range of fiction and no-fiction, including poetry.</li> <li>talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions</li> <li><b>talks about themes and conventions when discussing books</b></li> <li>understands the different reasons for reading – for pleasure / to find information, for example</li> <li>uses the structure of books to navigate around texts</li> <li>selects books based on own reading experiences and preferences</li> <li>talks about known authors</li> <li>reads independently with sustained concentration</li> <li><b>offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate</b></li> <li><b>identifies how language, structure and presentation contributes to meaning</b></li> <li><b>recognises different forms of poetry</b></li> <li><b>prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume</b></li> <li>talks about their own reading and reading choices</li> </ul>

**Working at greater depth within Year 4**  
*Exhibits skills with confidence and independence*

Year 5	<b>Word Reading</b> Applies phonic knowledge to decodes words	<b>Comprehension</b> Reading wide range of age-appropriate texts
Emerging	<ul style="list-style-type: none"> <li>• reads at a reasonable speaking pace</li> <li>• reads most words effortlessly</li> <li>• pronounces unfamiliar words with automaticity</li> </ul>	<ul style="list-style-type: none"> <li>• reads longer books with sustained interest</li> <li>• groups books according to theme or convention</li> <li>• recognises when unsure of word meaning / pronunciation and requests help</li> <li>• begins to show empathy/understanding with characters' motives and behaviours</li> <li>• infers meaning of unfamiliar words from context</li> <li>• infers characters' thoughts feelings and motives</li> <li>• summarises and presents stories in own words</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• develops confidence when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures</li> <li>• talks about favourite authors and types of books, giving reasons for preferences</li> <li>• asks questions to enhance understanding of the text</li> <li>• retrieves information from a text, using efficient and effective methods</li> <li>• recognises author's viewpoint</li> <li>• uses inference and predictions to support reading</li> <li>• begins to identify descriptive and figurative language that has been used for effect</li> <li>• summarises main idea from more than one paragraph</li> </ul>
Secure	<ul style="list-style-type: none"> <li>• reads aloud with appropriate volume and expression to make meaning clear to the audience</li> </ul>	<ul style="list-style-type: none"> <li>• reads an increasingly wide range of books</li> <li>• selects books based on reading experiences and knowledge of books</li> <li>• distinguishes between fact and opinion in non-fiction reading</li> <li>• explains the effect and impact of author viewpoint</li> <li>• discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.)</li> <li>• begins to make comparisons across and between books</li> <li>• begins to show the influence of reading in writing</li> <li>• builds up a repertoire of poems that are known by heart</li> <li>• prepares poems and plays to read aloud</li> </ul>

**Working at greater depth within Year 5**  
*Exhibits skills with confidence and independence*

Year 6	<b>Word Reading</b> Applies phonic knowledge to decodes words	<b>Comprehension</b> Reading wide range of age-appropriate texts
Emerging		<ul style="list-style-type: none"> <li>• recognises reoccurring themes and conventions across a range of texts</li> <li>• <b>participates actively in discussion about books</b></li> <li>• discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>• <b>summarises main idea from more than one paragraph</b></li> <li>• uses elements taken from reading in own writing</li> </ul>
Developing		<ul style="list-style-type: none"> <li>• <b>retrieves information effectively using organisational features</b></li> <li>• <b>records and presents information from non-fiction texts</b></li> <li>• identifies how punctuation is used for impact and effect</li> <li>• recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects</li> <li>• <b>distinguishes between statements of fact and opinion; and in non-fiction.</b></li> <li>• discusses and evaluates author's use of language and its impact on the reader</li> <li>• explains author's organisation of a text</li> <li>• asks questions to enhance understanding of the text.</li> </ul>
Secure	<ul style="list-style-type: none"> <li>• reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books</li> <li>• <b>determines meaning of new words by applying knowledge of root words, suffixes and prefixes</b></li> <li>• <b>demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</b></li> <li>• reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</li> <li>• recommends books to others based on own reading preferences, giving reasons for choice.</li> <li>• knows a wide range of poetry by heart.</li> <li>• explains how language, structure, and presentation, can contribute to the meaning of a text.</li> <li>• identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</li> <li>• draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</li> <li>• comments on how language, including figurative language, is used to contribute to meaning.</li> <li>• makes comparisons within and across different texts.</li> <li>• <b>draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b></li> <li>• makes predictions based on details stated and implied.</li> <li>• <b>identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.</b></li> <li>• expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.</li> <li>• explains and discusses understanding of what has been read, including through formal presentations and debates,</li> </ul>

**Working at greater depth within Year 6**  
*Exhibits skills with confidence and independence*