

Reading

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Please Note - These grids are designed to be used for children who are at a Y1 to Y6 stage of attainment. They are not suitable for children who are not yet at a Y1 stage of attainment. Teachers will use an appropriate curriculum for children at this pre-year one stage depending upon the reason (e.g. delayed development, Special Educational Needs or being new to English).

Reading: Planning and Assessment from National Curriculum Year 1

Steps 16 to 18

Total Stars 66

9 KPIs

	Step	16, Developing Y1	17, Secure Y1	18, Extending Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	18	35	53, including all underlined KPIs with 3 stars.	

Word Reading	★ B	★ P	★ E	Comprehension Texts should be age-related to Year 1.	★ B	★ P	★ E
❖ Apply phonic knowledge and skills as the route to decode words.				<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>			
❖ <u>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</u>				◆ <u>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</u>			
❖ <u>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</u>				◆ being encouraged to link what they read or hear read to their own experiences;			
❖ <u>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</u>				◆ <u>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;</u>			
❖ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.				◆ recognising and joining in with predictable phrases;			
❖ Read other words of more than one syllable that contain taught GPCs.				◆ learning to appreciate rhymes and poems, and to recite some by heart;			
❖ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).				◆ discussing word meanings, linking new meanings to those already known.			
❖ <u>Read aloud accurately books that are consistent with their Secure phonic knowledge and that do not require them to use other strategies to work out words.</u>				<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>			
❖ Re-read these books to build up their fluency and confidence in word reading.				◆ drawing on what they already know or on background information and vocabulary provided by the teacher;			
				◆ <u>checking that the text makes sense to them as they read correcting inaccurate reading;</u>			
				◆ <u>discussing the significance of the title and events;</u>			
				◆ making inferences on the basis of what is being said and done;			
				◆ <u>predicting what might happen on the basis of what has been read so far.</u>			
				❖ Participate in discussion about what is read to them, taking turns and listening to what others say.			
				❖ Explain clearly their understanding of what is read to them.			

★ B = Beginning to

★ P = Progressing

★ E = Embedded

Reading: Planning and Assessment from National Curriculum Year 2

Steps 19 to 21

Total Stars 69

13 KPIs

Step	19, Developing Y2	20, Secure Y2	21, Extending Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	18	37	55, including all underlined KPIs with 3 stars.	

Word Reading	★ B	★ P	★ E	Comprehension Texts should be age-related to Year 2.	★ B	★ P	★ E	
❖ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.				<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ◆ <u>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;</u> ◆ <u>discussing the sequence of events in books and how items of information are related;</u> ◆ <u>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales;</u> ◆ <u>being introduced to non-fiction books that are structured in different ways;</u> ◆ recognising simple recurring literary language in stories and poetry; ◆ discussing and clarifying the meanings of words, linking new meanings to known vocabulary; ◆ discussing their favourite words and phrases; ◆ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> ◆ drawing on what they already know or on background information and vocabulary provided by the teacher; ◆ <u>checking that the text makes sense to them as they read and correcting inaccurate reading;</u> ◆ making inferences on the basis of what is being said and done; ◆ <u>answering and asking questions;</u> ◆ <u>predicting what might happen on the basis of what has been read so far.</u> <p>❖ <u>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</u></p> <p>❖ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>				
❖ <u>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</u>								
❖ <u>Read accurately words of two or more syllables that contain the same graphemes as above.</u>								
❖ Read words containing common suffixes.								
❖ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.								
❖ <u>Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</u>								
❖ <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u>								
❖ <u>Re-read these books to build up their fluency and confidence in word reading.</u>								

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Reading: Planning and Assessment from National Curriculum Lower Key Stage 2

Steps 22-27

Total Stars 54 10 KPIs for Step 27

Step	22, Developing Y3	23, Secure Y3	24, Extending Y3	25, Developing Y4	26, Secure Y4	27, Extending Y4
Stars routinely required	7	14	22	29	36	43, including all underlined KPIs with 3 stars.

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Word Reading	★ B	★ P	★ E	Word Reading	★ B	★ P	★ E
❖ <u>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</u>				❖ <u>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</u>			
Comprehension Texts should be age-related to the year group being taught.	★ B	★ P	★ E	Comprehension Texts should be age-related to the year group being taught.	★ B	★ P	★ E
<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> ◆ <u>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</u> ◆ <u>reading books that are structured in different ways and reading for a range of purposes;</u> ◆ <u>using dictionaries to check the meaning of words that they have read;</u> ◆ <u>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;</u> ◆ <u>identifying themes and conventions in a wide range of books;</u> ◆ <u>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;</u> ◆ <u>discussing words and phrases that capture the reader's interest and imagination;</u> ◆ <u>recognising some different forms of poetry [for example, free verse, narrative poetry].</u> 				<p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> ◆ <u>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</u> ◆ <u>asking questions to improve their understanding of a text;</u> ◆ <u>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</u> ◆ <u>predicting what might happen from details stated and implied;</u> ◆ <u>identifying main ideas drawn from more than one paragraph and summarising these;</u> ◆ <u>identifying how language, structure, and presentation contribute to meaning.</u> ❖ <u>Retrieve and record information from non-fiction.</u> ❖ <u>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</u> 			

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Reading: Planning and Assessment from National Curriculum Upper Key Stage 2

Steps 28 to 33

Total Stars 63 8 KPIs for Step 33

	Step	28, Developing Y5	29, Secure Y5	30, Extending Y5	31, Developing Y6	32, Secure Y6	33, Extending Y6
	Stars routinely required	8	17	25	34	42	50, including all underlined KPIs with 3 stars.

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Word Reading	★ B	★ P	★ E	Comprehension Texts should be age-related to the year group being taught.	★ B	★ P	★ E
❖ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.				Understand what they read by: <ul style="list-style-type: none"> ◆ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ◆ asking questions to improve their understanding; ◆ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; ◆ predicting what might happen from details stated and implied; ◆ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; ◆ identifying how language, structure and presentation contribute to meaning. ❖ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ❖ Distinguish between statements of fact and opinion. ❖ Retrieve, record and present information from non-fiction. ❖ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. ❖ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. ❖ Provide reasoned justifications for their views.			
Comprehension Texts should be age-related to the year group being taught.	★ B	★ P	★ E				
Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ◆ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; ◆ reading books that are structured in different ways and reading for a range of purposes; ◆ increasing their 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; ◆ recommending books that they have read to their peers, giving reasons for their choices; ◆ identifying and discussing themes and conventions in and across a wide range of writing; ◆ making comparisons within and across books; ◆ learning a wider range of poetry by heart; ◆ preparing 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. 							

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Reading: Planning and Assessment from National Curriculum Key Stage 3

Steps 34 to 36

Total Stars 45

0 KPIs

Step	34, Developing Y7	35, Secure Y7	36, Extending Y7	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	12	24	36	

Texts should be age-related to lower key stage 3 **. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Reading Appreciation	★ B	★ P	★ E	Challenging Texts	★ B	★ P	★ E	Critical Reading	★ B	★ P	★ E
<p><i>Develop an appreciation and love of reading, and read increasingly challenging material independently through: **</i></p> <p><i>reading a wide range of fiction and non-fiction, including in particular:</i></p> <ul style="list-style-type: none"> ◆ whole books; ◆ short stories, poems and plays with a wide coverage of genres; ◆ historical periods; ◆ forms and authors; ❖ choosing and reading books independently for challenge, interest and enjoyment; ❖ making critical comparisons across texts. 				<p><i>Understand increasingly challenging texts through:</i></p> <ul style="list-style-type: none"> ◆ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries [e.g., write a word not known in vocabulary book, look it up in a dictionary, use the word in own writing]; ◆ making inferences and referring to evidence in the text; ◆ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension; ◆ checking their understanding to make sure that what they have read makes sense. 				<p><i>Read critically through knowing how language presents meaning, including:</i></p> <ul style="list-style-type: none"> ◆ figurative language; ◆ vocabulary choice; ◆ grammar; ◆ text structure; ◆ organisational features. 			

** See suggested reading list in [Appendix D](#).

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★ P = Progressing

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