



Roman Catholic Diocese of
Hexham and Newcastle

St Mary's RC Primary School
Assessment Without Levels
English: READING





	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
<p>Word Reading</p> <p>Applies phonic knowledge to decode words.</p>	<ul style="list-style-type: none"> Reads simple sentences. Responds with the correct sounds to known graphemes. 	<ul style="list-style-type: none"> Blends sounds aloud when attempting to read new words. Re-reads books to develop confidence. Uses picture clues to help when reading simple texts. 	<ul style="list-style-type: none"> Reads simple sentences with some fluency. Responds speedily with the correct sound to known graphemes. Applies phonic knowledge to decode words. Blends sounds in unfamiliar words containing known GPC, when reading. Reads known common exception words. 	<ul style="list-style-type: none"> Begins to read words containing known GPCs and 's', 'es', 'ing', 'ed', 'er' and 'est' endings. Reads words of more than one syllable that contain known GPCs on occasions. Begins to read words with contractions. Re-reads books to develop confidence and fluency. Uses pictures to read and understand the text. 	<ul style="list-style-type: none"> Reads books that are consistent with developing phonic knowledge. Responds speedily with the correct sound to graphemes for all 40+ phonemes. Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Reads common exception words with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word. 	<ul style="list-style-type: none"> Reads words containing known GPCs and 's', 'es', 'ing', 'ed', 'er', and 'est' endings. Reads words of more than one syllable that contain known GPCs. Reads words with contractions, and understands that the apostrophe represents the omitted letter(s). Begins to take account of punctuation when reading. Begins to use context clues to help reading for meaning. Re-reads books to develop confidence, fluency and expression. 	<ul style="list-style-type: none"> Exhibits skills with confidence and independence.
<p>Comprehension</p> <p>Reading age-appropriate texts.</p>	<ul style="list-style-type: none"> Listens to poems, stories and non-fiction making links to own experiences. Re-tells key stories, fairy stories and traditional tales through role play. Identifies features of books, e.g. title etc. 	<ul style="list-style-type: none"> Demonstrates understanding when talking with others about what they have read. Answers questions about stories read. Recognises predictable phrases. Listens to simple rhymes and poems and joins in with others when reciting them. 	<ul style="list-style-type: none"> Listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them. Talks about books, using own knowledge and information provided by the teacher. Re-tells key stories, fairy stories and traditional tales, orally in simple sentences; considers particular characteristics. Talks about the meaning of unfamiliar words, linking new meanings to those already known. 	<ul style="list-style-type: none"> Recognises and joins in with predictable phrases. Begins to make simple inferences (from pictures, objects, stories). Learns to appreciate simple rhymes and recites these by heart. Begins to distinguish between fact and fiction. Notices when reading does not make sense and corrects inaccurate reading.. Shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher. 	<ul style="list-style-type: none"> Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which they can read independently. Links what they hear or read to their own experiences. Re-tells stories they have read, heard and discussed using appropriate vocabulary. Talks about what is what is read to them, taking turns and listening to others; expresses opinions based on these. Explains understanding of what they have read. 	<ul style="list-style-type: none"> Talks about particular characteristics of different types of stories. Talks about the significance of the title and events. Makes inferences on the basis of what is read. Makes simple predictions. Learns and appreciates rhymes and poems and can recite some by heart. Discusses word meanings, making links to known words. Re-tells, using significant events and main points in sequence. Reads, checking texts make sense, correcting inaccurate reading. 	<ul style="list-style-type: none"> Exhibits skills with confidence and independence.



Year 2 Assessment: READING

	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
<p>Word Reading</p> <p>Applies phonic knowledge to decode words.</p>	<ul style="list-style-type: none"> Reads accurately words that have been encountered frequently. Reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation. Reads all known graphemes. 	<ul style="list-style-type: none"> Reads known common exception words frequently. Reads unfamiliar words containing known GPCs accurately and without needing to sound out. Segments words into syllables to aid decoding. Uses punctuation to aid reading with expression. Notices when reading does not make sense and attempts to self-correct. 	<ul style="list-style-type: none"> Reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting. Reads familiar words without overt sounding and blending. 	<ul style="list-style-type: none"> Reads words of 2 or more syllables. Reads many (50% - 75%) common exception words fluently taking note of unusual correspondences between spelling and sounds and where these occur in words. Uses punctuation to read with increased expression. Notices when reading does not make sense and self-corrects. 	<ul style="list-style-type: none"> Applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without hesitation. Sounds out unfamiliar words accurately, without undue hesitation. Automatic decoding, using phonics, is embedded and reading is fluent. Recognises and effortlessly decodes alternative sounds for graphemes. Reads most words quickly and accurately, without overt sounding and blending, when they been encountered frequently. 	<ul style="list-style-type: none"> Reads accurately words of two or more syllables, containing known graphemes. Recognises and effortlessly decodes most CEW. Reads words containing common suffixes. Reads age-appropriate texts with fluency and confidence. Notices when reading does not make sense and takes appropriate action. Begins to use expression and intonation to engage a listener, when reading aloud. Self-corrects and re-reads to ensure fluency and meaning. 	<ul style="list-style-type: none"> Without prompting is able to read fluently and with expression across a range of genres. Reads for meaning across the curriculum. Exhibits skills with confidence and independence.
<p>Comprehension</p> <p>Reading age-appropriate texts.</p>	<ul style="list-style-type: none"> Listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction. Re-tells a range of stories in sequence. Answers questions about books read and shared. Finds and retrieves literal information. 	<ul style="list-style-type: none"> Begins to ask simple questions about books read and shared. Recognises simple recurring language in poems and stories. Makes plausible predictions. Distinguishes between fact and fiction. Shows some awareness of text features. 	<ul style="list-style-type: none"> Asks and answers questions about books read and shared. Makes simple inferences using evidence from the text. Talks about new vocabulary and offers suggestions about the meaning based on the content. 	<ul style="list-style-type: none"> Discusses favourite words and phrases. Explains how items of information are related and discusses sequences of events. Makes plausible predictions, using evidence from the text. Begins to skim and scan. Talks about how to choose a book to read. 	<ul style="list-style-type: none"> Regards reading as a pleasurable activity. Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another. Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales. Recognises and understands the different structures of non-fiction books that have been introduced. Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary. Exercises choice in selecting books. 	<ul style="list-style-type: none"> Learns and recites a repertoire of poems by heart, using appropriate intonation to make the meaning clear. Demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided. Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost. Makes inferences on what has been read. Asks and answers questions appropriately, including those based on inference of what is said and done. Makes predictions on the basis of what has been read so far. Participates in discussions, offering opinions and explanations for these about books, poems and other materials. 	<ul style="list-style-type: none"> Reads widely for meaning and pleasure across a range of authors and genres. Participates actively in debates about books, taking turns and listening to what others have to say. Ability to challenge the perception of others' reading courteously. Exhibits skills with confidence and independence.



	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
<p>Word Reading</p> <p>Applies phonic knowledge to decode words.</p>	<ul style="list-style-type: none"> Uses a range of strategies when reading aloud when prompted. Reads age appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words. 	<ul style="list-style-type: none"> Experiments with different pronunciations when reading unfamiliar, longer words. Makes good approximations of a word's pronunciation. Blends words accurately, confidently applying phonic knowledge. 	<ul style="list-style-type: none"> Begins to use a range of strategies when reading independently. Self corrects using the appropriate strategies. Read many common exception words, Year R—Year 2, and some form the year 3 list. 	<ul style="list-style-type: none"> Begins to read ahead looking for clues to determine meaning. Discusses meaning of new words based on understanding of root words, prefixes and suffixes. Read further common exception words, noting the unusual correspondence between spelling and sound. 	<ul style="list-style-type: none"> Begins to select the most effective strategy. Talks about different strategies that can be used to help make sense of reading. 	<ul style="list-style-type: none"> Reads a range of texts with fluency, understanding and expression. Self-corrects without prompting when necessary. 	<ul style="list-style-type: none"> Without prompting is able to read fluently and with expression across a range of genres. Reads for meaning across the curriculum. Exhibits skills with confidence and independence.
<p>Comprehension</p> <p>Reading age-appropriate texts.</p> <p>Participates in discussions about books.</p>	<ul style="list-style-type: none"> Listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books. Reads independently and can talk about what has been read. 	<ul style="list-style-type: none"> Makes inferences from the text and can explain these. Identifies the main points of a text. Makes predictions based on evidence from the text and can explain these. Recognises that books are structured in different ways for different audiences and purposes. 	<ul style="list-style-type: none"> Begins to read silently for short periods of time. Reads books that are structured in different ways. Begins to ask questions to improve understanding of the text. Retrieve information from non-fiction texts. Recognises the author makes choices regarding the vocabulary used. 	<ul style="list-style-type: none"> Discusses words and phrases that capture the reader's interest and imagination. Recognises that authors make choices regarding the layout of text/ information. Explains how the structure of a text has impact on the reader. Begins to recognise different forms of poetry. Selects books based on awareness of reading preferences. Use dictionaries to check the meaning of words read. 	<ul style="list-style-type: none"> Reads silently for longer periods of time. Reads for a range of purposes. Checks reading makes sense. Talks about their understanding and tries to explain the meaning of words in context. Reads and discusses a variety of text types. Talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons. Picks out key points when sequencing fiction. Begins to summarise what has been read. 	<ul style="list-style-type: none"> Asks questions to improve understanding of the text. Infers reasons for action and events. Identifies words and phrases used to create mood and tension. Offers reasons for authors' choice of vocabulary. Offers explanation for layout or organisational features used within a text. Identifies themes and conventions in a wide range of books read, <i>e.g. triumph of good over evil and magical devices in fairy stories and folk tales.</i> Makes comparisons between stories and between non-fiction texts comparing like with like. Identifies some different forms of poetry. Prepares poetry to be read aloud. 	<ul style="list-style-type: none"> Reads widely for meaning and pleasure across a range of authors and genres displaying familiarity with a range of books and texts. Inferences and predictions are detailed and justified. Participates actively in debates about books, taking turns and listening to what others have to say. Ability to challenge the perception of others' reading courteously. Exhibits skills with confidence and independence.



	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
<p>Word Reading</p> <p>Applies phonic knowledge to decode words.</p>	<ul style="list-style-type: none"> Can read some (less than 50%) of the common exception words from the year 3/4 list. 	<ul style="list-style-type: none"> Reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy. 	<ul style="list-style-type: none"> Can read further common exception words (between 50%—75%). 	<ul style="list-style-type: none"> Reads a range of texts with fluency, understanding and expression selecting the most effective strategy. Reads words with increasing fluency and immediacy. 	<ul style="list-style-type: none"> Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words. Reads aloud with appropriate volume. 	<ul style="list-style-type: none"> Reads most words effortlessly at a speaking pace. Reads further common exception words (between 75% - 100%) noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> Without prompting is able to read fluently and with expression across a range of genres. Reads for meaning across the curriculum. Exhibits skills with confidence and independence.
<p>Comprehension</p> <p>Reading age-appropriate texts.</p> <p>Participates in discussions about books.</p>	<ul style="list-style-type: none"> Can explain the meaning of words in context. Talks about books read, offering opinions and synopsis - at times with prompts. Can identify the themes (simple) in texts. Begins to draw inferences, <i>e.g. characters' thoughts, feelings and motives from their actions.</i> Asks relevant questions to improve understanding of a text. 	<ul style="list-style-type: none"> Retrieves and records information from non-fiction texts. Recognises the purpose, form and audience of a text. Identifies and comments on author viewpoints. Summarises main points of stories/ information within a paragraph. Begins to read a range of different forms of poetry. Begins to prepare readings to be presented to audiences. 	<ul style="list-style-type: none"> Talks about books read, offering opinions and synopses. Begins to recognise occurring themes or conventions linked to text types. Expands and explains answers to questions based on texts read. Makes references to texts when answering questions. Reads aloud with increasing confidence. Names some key children's authors. 	<ul style="list-style-type: none"> Justifies inferences with evidence. Picks out vocabulary/ phrases used for impact and effect. Predicts what might happen from details stated and implied. Identifies main ideas drawn from more than paragraph and can summarise these. Chooses books based on knowledge of author, text type and purpose of reading. Ability to build on others' ideas and opinions about a text in discussion. 	<ul style="list-style-type: none"> Reads a wide range of fiction and non-fiction, including poetry. Understands the different reasons for reading, <i>e.g. for pleasure, to find information.</i> Talks about themes and conventions when discussing books, e.g. greetings in letters, a diary written in the first person. Identifies organisational text type features, <i>e.g. narrative, explanation and persuasion.</i> Uses the structure of books to navigate around texts. Selects books based on own reading experiences and preferences. Understands which books to select for specific purposes, <i>e.g. books relating to learning in science, history and geography.</i> Talks about known authors. 	<ul style="list-style-type: none"> Talks confidently about a wide range of books read, re-telling narratives, summarising information and offering opinions. Offers inferences and predictions, and explains rationale behind these, making reference to the text as appropriate. Identifies how language, structure and presentation contributes to meaning. Reads independently with sustained concentration. Talks about their own reading and reading choices. Recognises different forms of poetry. Prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume. Use a dictionary to check the meaning of a word. 	<ul style="list-style-type: none"> Reads widely for meaning and pleasure across a range of authors and genres displaying familiarity with a range of books and texts. Inferences and predictions are detailed and justified. Participates actively in debates about books, taking turns and listening to what others have to say. Ability to challenge the perception of others' reading courteously. Exhibits skills with confidence and independence.



	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
<p>Word Reading</p> <p>Applies phonic knowledge to decode words.</p>	<ul style="list-style-type: none"> • Ability to read at a reasonable speaking pace. 	<ul style="list-style-type: none"> • Can attempt unfamiliar words straight away; pronouncing with automaticity. • Reads the majority of words effortlessly. 	<ul style="list-style-type: none"> • Confidence is developing when reading aloud. • Read many common exception words, Year R - Year 4, and some from the Year 5/ 6 list. 	<ul style="list-style-type: none"> • Reads with increasing fluency, and developing confidence, applying many strategies for reading. • Answer questions, making inferences and predictions on the basis of what is being said and done in a familiar book that is read to them. 	<ul style="list-style-type: none"> • Can apply knowledge of root words, prefixes and suffixes (etymology and morphology—Appendix 1) to read aloud and to understand the meaning of unfamiliar words. • Can read many (at least 50%) of the common exception words from the Year 5/ 6 list correctly. 	<ul style="list-style-type: none"> • Reads aloud with appropriate volume and expression to make meaning to the audience clear. • Ability to re-read and read ahead to check for meaning. 	<ul style="list-style-type: none"> • Without prompting is able to read fluently and with expression across a range of genres. • Reads for meaning across the curriculum. • Exhibits skills with confidence and independence.
<p>Comprehension</p> <p>Reading a wide range of age-appropriate texts.</p>	<ul style="list-style-type: none"> • Reads longer books with sustained interest. • Groups books according to theme or convention. • Recognises when unsure of word meaning/ pronunciation and requests appropriate help. • Uses meaning seeking strategies to explore the meaning of words in context. • Can identify significant ideas, events and characters; beginning to show empathy/ understanding with characters' motives and behaviours. 	<ul style="list-style-type: none"> • Infers meaning of unfamiliar words from context. • Can draw inferences such as characters' feelings, thoughts and motives from their actions. • Summarises and presents stories in their own words. • Knows the difference between fact and opinion. • Ability to express a personal point of view about a text, recommending books to peers, giving reasons and listening to others' personal views. 	<ul style="list-style-type: none"> • Talks about favourite authors and types of books, giving reasons for preferences. • Asks questions to enhance understanding of the text. • Retrieves information from a text, using efficient and effective methods; retrieve, record and present information from non-fiction. • Recognises an author's viewpoint. 	<ul style="list-style-type: none"> • Recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures. • Can justify inferences with evidence from the text. • Ability to make plausible predictions based upon what has been read. • Begins to identify descriptive and figurative language that has been used for effect. • Summarises main idea from more than one paragraph. 	<ul style="list-style-type: none"> • Reads an increasingly wide range of books that are structured in different ways and for different purposes, e.g. fiction, poetry, plays, non-fiction, reference books, textbooks etc. • Selects books based on reading experiences and knowledge of books. • Distinguishes between fact and opinion in non-fiction reading. • Explains the effect and the impact of author viewpoint. • Begins to make comparisons across and between books, making connections between similar texts, prior knowledge and experience. • Clear ability to explain and discuss what has been read - presentations and debates. 	<ul style="list-style-type: none"> • Builds up a repertoire of poems that are known by heart, e.g. narrative verse, haiku. • Prepares poems and plays to read aloud, showing understanding through intonation, tone and volume so meaning is clear to the audience. • Identifies grammatical features used by the writer to impact on the reader, e.g. <i>rhetorical questions, varied sentence lengths, varied sentence openers, empty words etc.</i> • Discusses author's use of language for impact and effect using technical terms, e.g. <i>figurative language, similes, imagery, analogy, metaphor etc.</i> • Begins to show the influence of reading in writing. 	<ul style="list-style-type: none"> • Reads widely for meaning and pleasure across a range of authors and genres displaying familiarity with a range of books and texts. • Inferences and predictions are detailed and justified. • Participates actively in debates about books, taking turns and listening to what others have to say. • Ability to challenge the perception of others' reading courteously. • Exhibits skills with confidence and independence.



	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Depth
<p>Word Reading</p> <p>Applies phonic knowledge to decode words.</p>					<ul style="list-style-type: none"> Reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and textbooks. Can read the majority (over 90%) of the common exception words from the Year 5/6 list. 	<ul style="list-style-type: none"> Determines meaning of new words by applying knowledge of root words, suffixes and prefixes. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. 	<ul style="list-style-type: none"> Without prompting is able to read fluently and with expression across a range of genres. Reads for meaning across the curriculum. Exhibits skills with confidence and independence.
<p>Comprehension</p> <p>Reading a wide range of age-appropriate texts.</p>	<ul style="list-style-type: none"> Recognises themes and conventions across a range of texts. Participates actively in discussions about books. 	<ul style="list-style-type: none"> Discusses how authors use language, including figurative language and how this impacts on the reader. Summarises main idea from more than one paragraph. Uses elements taken from reading in own writing. 	<ul style="list-style-type: none"> Retrieves information effectively using organisational features. Records and presents information from non-fiction texts. Identifies how punctuation is used for impact and effect. 	<ul style="list-style-type: none"> Recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects. Distinguishes between statements of fact and opinion; and in non-fiction. Discusses and evaluates the author's use of language and its impact on the reader. Explains author's organisation of a text. Asks questions to enhance understanding of the text. 	<ul style="list-style-type: none"> Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. Reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and literary heritage, and books from other cultures and traditions. Recommends books to others based on own reading preferences, giving reasons for choice. Explains how language, structure and presentation, can contribute to the meaning of a text. Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. 	<ul style="list-style-type: none"> Knows a wide range of poetry by heart. Comments on how language, including figurative language, is used to contribute to meaning. Makes comparisons within and across different texts. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Makes predictions based on details stated and implied. Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph. Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. Explains and discusses understanding of what has been read, including through formal presentations and debates. 	<ul style="list-style-type: none"> Reads widely for meaning and pleasure across a range of authors and genres displaying familiarity with a range of books and texts. Inferences and predictions are detailed and justified. Participates actively in debates about books, taking turns and listening to what others have to say. Ability to challenge the perception of others' reading courteously. Exhibits skills with confidence and independence.