

STAR Reading Assessment Indicators

Year 1	Emerging	Developing	Secure
Reading – Word reading			
Application of phonics	Apply phonic knowledge from phase 4, but not necessarily accurately as the route to decode words. Respond speedily with correct sound to graphemes for some phonemes; secure within phase 4 and working within phase 5.	Starting to accurately apply phonic knowledge from phase 5 and skills as their primary route to decode words. Start to blend sounds in unfamiliar words (not always accurately) that contain GPCs that they have been taught.	Apply phonics knowledge as route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; at least up to phase 5. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught in an unknown text.
Word Recognition	Recognises and reads at least 15 common exception words.	Recognises and reads at least 30 common exception words.	Recognises and reads at least 50 common exception words.
Other strategies/ Spelling links	Still using picture cues at times to guess but beginning to use contextual cues to decode texts.	Read words containing taught GPCs and -s & -ing endings. Decodes words that have similar letter patterns to other known words	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Reads words of more than one syllable that contain taught GPCs.
Fluency and Reading aloud	Uses taught phonic knowledge to read and blend simple words within their home reading books, CVC/CVCC/CCVC.	Apply developing phonic knowledge to read aloud accurately books that are consistent with their growing phonic knowledge.	Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to decode words.
	Starting to exhibit fluency and confidence when re-reading known texts and applying word reading/decoding skills appropriate for level.	Exhibits fluency and confidence when re-reading known texts.	Rereads these books to build up their fluency and confidence in word reading. Uses simple punctuation (full stop and capital letter) when reading to pause appropriately
Deepening Understanding	<ul style="list-style-type: none"> When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency. Applies phonic knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately. 		
Reading - Comprehension			
Year 1	Emerging	Developing	Securing
Reading for pleasure	Chooses books with guidance, encouragement and support.	Motivated to read independently	Reads books of own choice for pleasure and can share and discuss why they like them with adults.
Make inferences and prediction Make inferences from the text (1d) Predict what might happen on the basis of what has been said and done (1e)	Can group texts with similar characters and themes together when sorting books Can talk very simply about what a character is like, e.g he is kind	With prompting, can make simple links between what they've read or heard Can say how a character might feel because of an event	Links what they've read or heard to their own experiences and can explain this orally. Can suggest what a character might do next because of what has taken place in the text.
Retrieve and record Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b) Identify and explain the sequence of events in texts (1c)	Can retell simple known stories from memory. Can pick out the title from the other text. Can repeat what is read to them.	Able to retell key stories, traditional tales and fairy stories. Able to discuss the significance of titles and events. Able to explain clearly what is read to them.	Able to discuss the particular characteristics of key stories, traditional tales and fairy stories. Able to draw on what they already know and background information to understand books they have read. Checks that the text makes sense to them by rephrasing back key words and sentences.
Language Draw on knowledge of vocabulary to understand texts (1a)	With support, can identify a word that is unfamiliar and read around it.	Able to identify words they do not understand and make plausible guesses at meaning.	Discusses word meanings, linking new meanings to those already known. Vocabulary extracted from books is used by child to show they understand context
Links	Listens to some poems, stories and non-fiction beyond a level at which they can read independently. Can join in with a group to recite predictable rhyming text.	Listens to and discusses some poems, stories and non-fiction at a level beyond which they can read independently. Can recite simple rhymes.	Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which they can read independently. Has stamina to retain information from text. Can recite simple short poems.
Deepening Understanding	<ul style="list-style-type: none"> Demonstrates understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to by verbal explanations linked to own experiences, background information and vocabulary provided. Reads more than one type of book for pleasure and is able to make inferences on the basis of what is being said or done Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another, whilst checking that the text makes sense to them, corrects any inaccurate reading. Shares pleasure in reading with peers. 		

STAR Reading Assessment Indicators

Year 2	Emerging	Developing	Securing
Reading – Word reading			
Application of phonics	<p>*Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p> <p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode appropriate texts accurately</p> <p>*Sound out many unfamiliar words accurately</p>	<p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode appropriate texts accurately</p> <p>Starting to develop awareness of alternative sounds for graphemes</p> <p>**Sound out most unfamiliar words accurately, without undue hesitation</p>	<p>Applies phonic knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately.</p> <p>Recognises and effortlessly decodes alternative sounds for graphemes</p> <p>Sounds out all unfamiliar words accurately (within age appropriate range)</p>
Word Recognition	<p>*Reads many common exception words</p>	<p>**Reads most common exception words</p>	<p>Reads all common exception words</p>
Other strategies/ Spelling links	<p>*Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</p> <p>Recognises and reads words with contractions</p>	<p>**Read accurately most words of two or more syllables</p> <p>Recognises some words with common suffixes</p>	<p>Read accurately most words of three or more syllables</p> <p>**Reads most words with common suffixes</p>
Fluency and Reading aloud	<p>*Read aloud many words quickly and accurately without overt sounding and blending (In books matched to GPC knowledge)</p>	<p>**Sounds out most unfamiliar words accurately, without undue hesitation</p>	<p>**Reads 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</p>
Deepening Understanding	<ul style="list-style-type: none"> All aspects of reading at the national standard (Teacher Assessment Framework) are embedded. Books are selected in order to challenge knowledge and word reading skills. Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence. 		
Reading - Comprehension			
Year 2	Emerging	Developing	Securing
Reading for pleasure	<p>With books that match their interests, regards reading as a pleasurable activity</p>	<p>Reads a range of books with pleasure, and can make preferences</p>	<p>Is able to talk about and share books of their own choosing with other members of the class</p>
<p>Make inferences and prediction</p> <p>Make inferences from the text (1d)</p> <p>Predict what might happen on the basis of what has been said and done (1e)</p>	<p>Make simple predictions on what might happen from what they have read so far</p> <p>*Answer questions in discussion with the teacher and make simple inferences</p>	<p>Make simple predictions on what might happen, based on what has been read so far.</p> <p>**Answers questions and make some inferences (in a book they can already read fluently)</p>	<p>***Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>***Make inferences (in a book they are reading independently)</p>
<p>Retrieve and record</p> <p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b)</p> <p>Identify and explain the sequence of events in texts (1c)</p>	<p>Demonstrates understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to by verbal explanations linked to own experiences, background information and vocabulary provided.</p> <p>Recognise the beginning, middle and end in a simple text</p> <p>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</p>	<p>Demonstrates understanding of simple stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text,</p> <p>Recognises sequences of events in simple texts</p> <p>**Explain what has happened so far in what they have read</p> <p>**Checks that the text makes sense whilst reading, correcting any inaccurate reading</p>	<p>Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say</p> <p>Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another</p> <p>Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided.</p>
<p>Language</p> <p>Draw on knowledge of vocabulary to understand texts (1a)</p>	<p>Uses recurring literary language in discussing or retelling stories and joining in with poetry</p> <p>Shows understanding of the meaning of words through discussion, and makes links to those already known.</p> <p>Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear</p>	<p>Recognises and uses repeating lines that authors have put in for effect</p> <p>Clarifies the meaning of new words through discussion</p> <p>Knows more than one poem as part of a group and can participate in discussion about making comparisons about poetry</p>	<p>Recognises simple recurring literary language in stories and poetry.</p> <p>Clarifies the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make meaning clear</p>
Links	<p>Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p> <p>Recognises that non-fiction books can be structured in different ways</p>	<p>Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p> <p>Can use indexes and contents pages in non-fiction texts</p>	<p>***Makes links between the book they are reading and other books they have read</p> <p>Recognises and understands the different structures of non-fiction books that have been introduced</p>
Deepening Understanding	<ul style="list-style-type: none"> All aspects of reading at the national standard (Assessment framework) are embedded Understanding age appropriate texts is demonstrated through identification of key features of fiction and non-fiction New words are understood through the exploration of their meaning in context, and by making links to known vocabulary Is able to discuss a range of books read during Year 2 Inferences are made in unknown texts, drawing upon previous reading material and experience 		

Asterisk* refers to the Teacher Assessment Framework standards: Working towards * Working at ** Greater depth ***

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Year 3	Emerging	Developing	Securing
Reading – Word reading			
Application of phonics	Applies phonic knowledge to decode age appropriate texts quickly and accurately with only a few mistakes.	Applies phonic knowledge to consistently decode unknown age appropriate texts quickly and accurately.	Reads fluently to decode most words in age-related texts, pausing only to ensure the correct pronunciation is being used.
Word Recognition	Recognises and reads common exception words: words with -s, -es, -ing, -ed, -er and -est endings; and words of more than one word syllable containing taught GPCs	Beginning to use knowledge of common suffixes and root words to begin to read new words.	Recognises some common suffixes and root words and uses this knowledge to read new words.
Other strategies/Spelling links	Can read accurately most words of two or more syllables and	Can decode words of two or more syllables with common suffixes and root words.	Recognises and effortlessly decodes words of two or more syllables and words with common suffixes and root words
Fluency and Reading aloud	Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently and attempts to sound out unfamiliar words	Sounds out unfamiliar words when reading aloud and is developing fluency when reading beyond age related texts.	When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads age related texts with confidence and fluency.
Deepening Understanding	<ul style="list-style-type: none"> • Can effortlessly decode words in age appropriate texts • Read fluently for a sustained amount of time • Recognises, and can attempt to explain, unfamiliar words using clues from the context. 		
Reading - Comprehension			
Year 3	Emerging	Developing	Secure
Reading for pleasure	Chooses to read without being prompted.	Can speak positively about books they have read.	Demonstrates a positive attitude towards a variety of different reading material and is able to make recommendations to pers.
Make inferences and prediction Make inferences from the text / explain and justify inferences with evidence from the text (2d)	Uses own knowledge and available information to make simple inferences on what has been read Makes predictions about what might happen next based on what had been read	Uses own knowledge, available information and vocabulary associated with emotions to make inferences When questioned, can make predictions about what is likely to happen next.	Offers plausible inferences and predictions and can explain them, referring to key parts of the text Offers some predictions about what might happen next based on what has been read
Retrieve and record Information /identify key details from fiction and non-fiction (2b)	Identifies key aspects of a range of fiction and non-fiction, including challenging texts that are listened to. Identifies sequences of events and offers simple explanations about how they relate	Beginning to independently identify key aspects of age appropriate, challenging fiction and non-fiction books Can sequence events and explains how they relate and lead on from one another	Can identify key aspects of age appropriate, challenging fiction and non-fiction books Offers simple explanations of how and why texts are structured according to their purpose
Language Give / explain the meaning of word in context (2a) Identify / explain how meaning is enhanced through choice of words and phrases (2g)	Clarifies meaning of new words through discussion and making links to known vocabulary Recognises simple recurring literacy language in stories and poetry	By making links to known vocabulary, can understand unfamiliar words. Through discussion and questioning, can select words which have been used to have a specific effect.	New words are understood by making links to known vocabulary Can recognise when the author has used a word for impact and may use the language of grammar to support this, e.g. adjective, adverb or verb
Links Identify / explain how narrative content is related and contributes to reading as a whole (2f) Make comparisons within the text (2h)	Demonstrates familiarity with a wide range of stories, fairy stories and traditional tales Makes simple comparisons about characters within the text	Is familiar with a wide range of stories; including fairy and traditional tales, and some common non-fiction texts. Makes comparisons within text about characters and settings.	Is familiar with a wide range of fiction and non-fiction, including information books that may have a narrative feel to them Uses comparisons within text to analyse and start identifying patterns or themes.
Deepening Understanding	<ul style="list-style-type: none"> • Offers predictions on what might happen in books based on what has been read and their understanding of stories of the same genre • Can give reasons for books they have chosen to read and confidently discusses what they most enjoy about what they read. Reads avidly out of school and this obvious through discussion and book journals/reviews/homework. 		

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Year 4	Emerging	Developing	Securing
Reading – Word reading			
Application of phonics	Applies phonic knowledge and skills to consistently decode age appropriate texts quickly and accurately.	Accurate decoding is established to read a range of age appropriate texts.	Automatic decoding is established to read a range of age appropriate texts.
Word Recognition	Recognises and reads all common exception words from KS1 list	Recognises common prefixes, suffixes and root words to try to establish meanings of new words.	Beginning to use their growing knowledge of prefixes, suffixes and root words to read and determine meaning from new words.
Other strategies/Spelling links	Recognises and effortlessly decodes words of two or more syllables and words with common suffixes	When reading aloud, can read, with increasing fluency, most words from the national curriculum year 3 and 4 word list	When reading aloud, can read fluently and accurately without undue hesitation all words from the national curriculum year 3 and 4 word list.
Fluency and Reading aloud	Can read some unfamiliar texts accurately, drawing upon more than one strategy	When reading aloud, successfully sounds out unfamiliar words to read age appropriate texts with increasing fluency	When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads age related texts with confidence and fluency for an increasing period of time
Deepening Understanding	<ul style="list-style-type: none"> Can effortlessly decode words in age appropriate texts Reads fluently for a sustained amount of time Recognises, and can attempt to explain, unfamiliar words using clues from the context. 		
Reading - Comprehension			
Year 4	Emerging	Developing	Securing
Reading for pleasure	Makes considered choices about books to read for pleasure. Can explain why they have chosen a book and what they like about it	Makes positive, independent decisions about the books they read. Can identify a preference in reading material, e.g. an author or genre	Regards reading both fiction and non-fiction as a pleasurable activity and can make recommendations to peers. Can read a book and explain, giving reasons and comparing to other books, what they like and dislike.
Make inferences and prediction Make inferences from the text / explain and justify inferences with evidence from the text (2d)	Offers plausible inferences and can explain them using text and previous book knowledge. Offers predictions about what might happen next based on what has been read and can extract from text to back up opinion.	Begins to infer characters' possible feelings and thoughts from actions in the text. Offers predictions based on own experience, and using knowledge of structure of text to support.	Draws accurate inferences such as characters' feelings and thoughts from their actions. Make predictions based on own experience and knowledge of the text and how texts of this genre may work.
Retrieve and record Information /identify key details from fiction and non-fiction (2b)	Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say. With support to navigate, can use dictionaries to check meaning. Can use the features of a non-fiction book, e.g. contents and index to navigate confidently.	Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and can identify that different texts are structured differently. Becoming more confident in navigating dictionaries to check the meaning of words they have read. Can locate relevant sections of non fiction texts to attempt to retrieve answers to specific questions.	A good understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non fiction; and simple explanations of how and why texts are structured according to their purpose. Can use dictionaries accurately to check the meaning of words they have read. Can use non-fiction texts to retrieve and record answers to specific questions efficiently.
Language Give / explain the meaning of word in context (2a) Identify / explain how meaning is enhanced through choice of words and phrases (2g)	Can identify unfamiliar words and start to make sense in context. Can choose words from the text that add to meaning, e.g. <i>the word 'loomed' suggests the building is a tower</i>	Can use their knowledge of the content of a text to suggest a meaning of unfamiliar words. Can identify words from the text that add to meaning and begin to explain the effect of the chosen vocabulary e.g. <i>the word 'loomed' suggests the building is a tower and it makes me feel small as a reader</i>	Draws upon context and knowledge of words around and within sentence to make meaning. Can identify and discuss words and phrases that capture the reader's interest and imagination.
Links Identify / explain how narrative content is related and contributes to reading as a whole (2f) Make comparisons within the text (2h)	Is familiar with a wide range of fiction and non-fiction and uses this knowledge to make comparisons with known texts.	Can identify books by the same author and explain the similarities and differences.	Children are familiar with fiction and non-fiction, including books by the same author.
Summarise main ideas from more than one paragraph (2c)	n/a	Beginning to accurately summarise sections of a text they have read. Can re-tell the key features of familiar stories.	Identifies key details that support main ideas, and uses them to summarise content from a paragraph. Can re-tell well-known stories, or stories with familiar formats that they may have heard once.
Deepening Understanding	<ul style="list-style-type: none"> Can discuss their reading preferences and offer suggestions on what would be appropriate for other children their own age Demonstrate a good understanding of how different texts are organised and the effect this has on the reader Can recognise and discuss themes and patterns in stories with familiar formats. Reads for pleasure at home and in school and has author preferences. 		

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Year 5	Emerging	Developing	Securing
Reading – Word reading			
Phonics	N/A		
Application of phonics	Recognises and effortlessly decodes alternative sounds for all graphemes.	Can tackle any new word, using all the letters in a word.	
Word Recognition	Beginning to determine -meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the Year 5 and 6 word list (Appendix 1) e.g words ending in ible/able	Can come up with a definition/meaning of a new word by identifying the context and can apply this to the growing knowledge of homophones, as listed in Appendix 1 for Y5/6	Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as taught so far from Appendix 1
Other strategies/ Spelling links	Recognises and effortlessly decodes words of three or more syllables and words with common suffixes When reading aloud, can read fluently and accurately without undue hesitation all words from the national curriculum year 3 and 4 word list (Appendix 1), and some of the words from the national curriculum year 5 and 6 list	When reading aloud, can read fluently and accurately without undue hesitation some words from the national curriculum year 5 and 6 word list.	When reading aloud, can read fluently and accurately without undue hesitation most words from the national curriculum year 5 and 6 word list.
Fluency and Reading aloud	Reads age related texts with confidence and fluency for an increasing period of time by themselves, with little or no prompting.	Reads age related texts and poems confidently starting to recall and recite key parts.	Reads at length for long periods of time. Can recite poems as part of a group.
Deepening Understanding	<ul style="list-style-type: none"> Reads a range of books at length with complete fluency and is able to use intonation to showcase an author’s intention within the text. Picks up meaning of unusual words through reading the whole sentence. 		
Reading - Comprehension			
Year 5	Emerging	Developing	Securing
Reading for pleasure	Recommends books to others based on own reading preferences, giving reasons for choice.	As above and expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions.	Actively demonstrates a positive attitude to reading by frequently reading for pleasure both fiction and non fiction
Make inferences and prediction Make inferences from the text / explain and justify inferences with evidence from the text (2d) Predict what might happen from details stated and implied (2e)	Beginning to justify inferences with evidence, drawing on their own experiences.	Draws inferences from characters portrayed in books regarding their motives from their actions. With appropriate questioning, can make predictions based on implied details	Draws inferences from characters portrayed in books regarding motives and uses these to make plausible predictions.
Retrieve and record information/ identify key details from fiction and non-fiction (2b)	With support, can ask questions to develop their understanding of the text Can check a text makes sense to them by discussing their understanding of words in context Can use non-fiction texts to retrieve and record answers to specific questions.	Asks questions to develop their understanding of the text. Can check a text makes sense to them by drawing on own experience., e.g, I know this because... Can answer questions that draw upon more than one text to make comparisons	Asks complex (multi-layered) questions to enhance understanding of the text. Can check that the book makes sense to them by drawing on knowledge of similar books and plots. Can record answers to questions concisely, where they are asked to summarise or précis events taken place
Language Give / explain the meaning of word in context (2a) Identify / explain how meaning is enhanced through choice of words and phrases (2g)	Can capture whole phrases which depict a mood or describe a scene. Identifies words that are particularly effective and can start to discuss why they work in a sentence.	Can pick out paragraphs or sections which have a particular effect on the reader and explain why. Identifies why a word is particularly effective and how it compares to similar words	Identifies phrases within text that are used to compare, such as similes or simple analogies. Chooses words that have effects that are subtle, such as when an author has used particular verbs to present bias towards a character
Links Identify / explain how narrative content is related and contributes to reading as a whole (2f) Make comparisons within the text (2h)	Can draw upon knowledge from a range of texts, such as longer narratives and non-fiction text types to answer questions about genre features.	Reads both fiction and non-fiction, identifying how different texts have different features that are specific to text type.	Reads different genres of fiction and can make comparisons, e.g fantasy and science fiction
Summarise main ideas from more than one paragraph (2c)	Can summarise the main point of a piece of writing	Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.	Identifies themes and conventions demonstrating, through discussion and comment, their understanding of their use in and across a wide range of writing
Deepening Understanding	<ul style="list-style-type: none"> Offers predictions on what might happen in books based on what has been read and their understanding of stories of the same genre, ie fantasy or historical, and draw upon the genre features to make comparisons Can give reasons for books they have chosen to read and confidently discusses what they most enjoy about what they read. Enjoys reading and is a advocate of certain genres and authors. 		

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Year 6	Emerging	Developing	Securing
Reading – Word reading			
Phonics	N/A		
Application of phonics	N/A		
Word Recognition	Determines the meaning of most new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.	As well as the above, can differentiate between all homophones as listed in Appendix 1 for Y5/6	Determines the meaning of all new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.
Other strategies/Spelling links	When reading aloud, can read fluently and accurately words with related spelling patterns to those in the Y5/6 word list, e.g. words ending in – ence, - ancy	When reading aloud, children can tackle unusual words, or words from other languages, using rules, context and a knowledge of words from the Year 5 and 6 list.	When reading aloud, can read fluently and accurately - without undue hesitation - all words from the national curriculum year 5 and 6 word list.
Fluency and Reading aloud	Can read completely independently for up to half an hour. Can recall and recite verses from poems by themselves.	**Read age-appropriate books with confidence and fluency (including whole novels) Can recite favourite poems by heart without prompting.	Can read aloud with intonation that shows understanding Has learned a wide range of poetry by heart and can quote from poems.
Deepening Understanding	<ul style="list-style-type: none"> Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non fiction, reference books and text books Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry to make the meaning clear to the audience 		
Reading - Comprehension			
Year 6	Emerging	Developing	Securing
Reading for pleasure	Actively enjoys reading, making choices about books that are interest-led in both fiction and non-fiction.	Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others	Can form strong viewpoints on subjects that are informed through independent reading of fiction and non-fiction, extracting relevant facts and justifying these when engaging in debate with others.
Make inferences and prediction Make inferences from the text / explain and justify inferences with evidence from the text (2d) Predict what might happen from details stated and implied (2e)	Draws inferences from the text by identifying what characters might be thinking from their actions. Predict what might happen from details stated and implied	Explain and discuss their understanding of what they have read, drawing inferences, and justifying inferences with evidence from the text. Predicts beyond what is implied, drawing upon knowledge of other books.	Draws inferences such as inferring characters' feelings, thought and motives from across a whole text where evidence is built up over time. Makes plausible predictions that are in style of author and genre, drawing upon wide knowledge of reading.
Retrieve and record information/ identify key details from fiction and non-fiction (2b)	Can identify obvious differences between fact and opinion Can explain, in written form, what they have read and extract what information they need to answer a question in fiction from extracts Can retrieve information from non-fiction	Distinguishes between statements of fact and opinion; and in non-fiction. Can explain, in written form, what they have read and extract what information they need to answer a question in fiction from longer texts Can retrieve information from nonfiction and order or rank it.	Identifies the difference between fact and opinion and can identify where a viewpoint is presented through an author's bias towards a subject. Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where possible.
Language Give / explain the meaning of word in context (2a) Identify / explain how meaning is enhanced through choice of words and phrases (2g)	Can pick out examples of figurative language, such as metaphors and personification. Can work out the meaning of words from the context	Comments on how language, including figurative language, is used to contribute to meaning. Explains how language, structure, and presentation, can contribute to the meaning of a text.	Evaluate how authors use language, including figurative language, considering the impact on the reader Can identify how an author's style of presentation can contribute to the overall meaning and theme of the text.
Links Identify / explain how narrative content is related and contributes to reading as a whole (2f) Make comparisons within the text (2h)	Can draw upon knowledge of a range of books to make comparisons and answer questions which require longer answers. Makes comparisons between known texts through character, setting and language	Has read and demonstrates familiarity through answering questions 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). Is able to make comparisons within and across different texts using character, setting and language	Has read widely and can talk at length in a discussion about a wide range of books, including myths, legends, traditional stories, modern fiction and classical fiction, as well as books from other cultures and traditions and longer narrative poems. Makes comparisons of theme, genre and layout within and across texts and different authors
Summarise main ideas from more than one paragraph (2c)	Identifies the main point of each paragraph, précising an overall piece of text.	Summarise main ideas, identifying key details and using quotations for illustration Can identify general themes presented in narrative, such as love or hope.	Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a range of writing.
Deepening Understanding	<ul style="list-style-type: none"> Explains and discusses with ease their understanding and interpretation of what they have read, through formal presentations and debates, maintaining a focus on the topic and referring to own notes made whilst reading. Can draw upon knowledge of reading widely to identify a variety of themes and conventions, understanding how they define a longer text, and be able to write about these as well as participate in discussion. Enjoys reading, actively demonstrating to peers through book choices that they read widely at home as well as in school. 		