Y3 Reading Assessment Grid

Phonics and decoding	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
To apply their growing knowledge of root words and prefixes. To use their phonic knowledge to decode quickly and accurately. To begin to read Y3/4 exception words. To apply their growing knowledge of root words and suffixes/word endings.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To retrieve and record information from non-fiction texts.
Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.
Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.

Y4 Reading Assessment Grid

Phonics and decoding	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.

To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.

To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. | To discuss and compare texts from a wide variety of genres and writers.
To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes and features.

To identify how language, structure and presentation contribute to meaning.

To identify main ideas drawn from more than one paragraph and summarise these. | Discuss vocabulary used to capture readers' interest and imagination. | To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.

To justify predictions from details stated and implied. | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.

To use dictionaries to check the meaning of words that they have read. |
| Not achieving objectives. | Not achieving objectives. | Not achieving objectives. | Not achieving objectives. | Not achieving objectives. | Not achieving objectives. |
| Exceeding objectives. | Exceeding objectives. | Exceeding objectives. | Exceeding objectives. | Exceeding objectives. | Exceeding objectives. |

Y5 Reading Assessment Grid

Phonics and decoding	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read a wide range of genres, identifying the characteristics of text types and differences between text types. To 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. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.
Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.

Y6 Reading Assessment Grid

Phonics and decoding	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. To explain and discuss their understanding of what they have read, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key info & summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information.
Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.	Not achieving objectives.
Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.	Exceeding objectives.