



Year 3 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	With some fluency, read a range of age appropriate texts that are structured in different ways and for a range of purposes.		
	Sometimes, apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Read some unfamiliar words by drawing on their prior knowledge of similar words.		
	Read some of the further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.		
Comprehension	Identifies the simple and most obvious points within a text that has more than one paragraph.		
	Retrieves basic information from age appropriate non-fiction texts.		
	Makes simple inferences based on a single point in the text. These inferences are sometimes supported with some relevant evidence from the text.		
	Makes basic predictions based on knowledge of the text.		
	Is able to identify basic features of different non-fiction genres.		
	Checks the text makes sense and is able to explain the meaning of some of the words in context.		
	Discusses words and phrases that capture the reader’s interest and imagination with varied success.		
	Sometimes participates in discussions about books and take turns and listening to what others have to say.		
	They prepare poems and plays to read aloud and perform showing a basic understanding of intonation or volume through the author’s use of punctuation.		



Year 3 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Reads a range of age appropriate texts that are structured in different ways and for a range of purposes.		
	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Read unfamiliar words by drawing on their prior knowledge of similar words.		
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.		
Comprehension	Identifies key and simple ideas within a text that has more than one paragraph. Summarise the main points from a passage.		
	Retrieves information from age appropriate non-fiction texts.		
	Infers reasons for actions and events based on a single point in a text. These inferences are justified with evidence from the text using “this tells me that”.		
	Makes predictions based on knowledge of the text.		
	Is able to identify key features of different non-fiction genres.		
	Checks the text makes sense and is able to explain the meaning of words in context.		
	Discusses words and phrases that capture the reader’s interest and imagination.		
	Evaluate specific texts with reference to the text type.		
	Ask questions to improve their understanding of a text.		
	Participates in discussions about books and take turns and listening to what others have to say.		
They prepare poems and plays to read aloud and perform showing understanding of intonation, tone, volume and action.			



Year 3 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Fluently reads a range of texts, that are structured in different ways and for a range of purposes, and that are beyond age-related expectations.		
	Fluently read unfamiliar words by quickly drawing on their prior knowledge of similar words.		
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.		
Comprehension	Identifies key ideas and relevant points within a text that has more than one paragraph. Summarise the main points from a longer passage.		
	Quickly retrieves information from non-fiction texts by starting to skim and scan successfully.		
	Infers reasons for actions and events. These inferences are always justified with evidence from the text using “this tells me that”.		
	Makes predictions based on details stated and implied. These predictions are usually supported with evidence from the text.		
	Begins to make use of non-fiction features to find information from the text.		
	Starting to read ahead to determine direction and meaning of a story.		
	Begin to find meaning beyond the literal such as the way the impressions of people are conveyed through the use of detail and the choice of language.		
	Participates in discussions about books and take turns and listening to what others have to say. Able to build on or respond to others’ ideas and opinions on a text.		
	They prepare poems and plays to read aloud and perform showing understanding of intonation, expression, volume and action.		



Year 4 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	With some fluency, reads a range of age appropriate texts that are structured in different ways and for a range of purposes.		
	Sometimes, applies their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Read some unfamiliar words by drawing on their prior knowledge of similar words.		
	Reads some of the further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.		
Comprehension	Identifies some key ideas, themes and events within a text that has more than one paragraph.		
	Finds information to retrieve and record in non-fiction. Skimming and scanning is sometimes successful.		
	Infers reasons for actions and events. These inferences are justified with some relevant evidence from the text.		
	Makes predictions based on details stated.		
	Is able to identify some key features of different non-fiction genres.		
	Checks the text makes sense and is able to explain the meaning of some of the words in context.		
	Discusses words and phrases that capture the reader’s interest and imagination with varied success.		
	Asks some questions to improve their understanding of a text.		
	They prepare poems and plays to read aloud and perform showing a basic understanding of intonation and volume.		



Year 4 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Reads a range of age appropriate texts that are structured in different ways and for a range of purposes.		
	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Read unfamiliar words by drawing on their prior knowledge of similar words.		
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.		
Comprehension	Identifies key ideas, themes and events within a text that has more than one paragraph and is able to summarise these.		
	Finds information to retrieve and record in non-fiction by skimming and scanning.		
	Infers reasons for actions and events. These inferences are justified with evidence from the text using “this tells me that”.		
	Makes predictions based on details stated and implied.		
	Is able to identify key features of different non-fiction genres.		
	Checks the text makes sense and is able to explain the meaning of words in context.		
	Discusses words and phrases that capture the reader’s interest and imagination.		
	Evaluate specific texts with reference to the text type.		
	Ask questions to improve their understanding of a text.		
	Participates in discussions about books and take turns and listening to what others have to say.		
They prepare poems and plays to read aloud and perform showing understanding of intonation, tone, volume and action.			



Year 4 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Fluently reads a range of texts, that are structured in different ways and for a range of purposes, and that are beyond age-related expectations.		
	Fluently read unfamiliar words by quickly drawing on their prior knowledge of similar words.		
	Understand how simple and complex sentences influence meaning.		
Comprehension	Identifies key ideas, themes and events within a longer text.		
	Finds information to retrieve and record in non-fiction by skimming and scanning using features such as sub-headings or the contents page to help them.		
	Infers reasons for actions and events. These inferences are always justified with clear evidence from the text using “this tells me that”.		
	Starting to distinguish between fact and opinion in non-fiction texts.		
	Understands how paragraphs are used to order and build up ideas and can use this information to answer harder questions about the structure of the text.		
	Checks the text makes sense and is able to explain the meaning of words in context.		
	Comments on the author’s choice of language to create moods and build up tension.		
	Begin to identify and comment on the author’s main purpose.		
	Ask questions to improve their understanding of a text.		
	Participates in discussions about books and take turns and listening to what others have to say. Able to build on or respond to others’ ideas and opinions on a text.		
Prepare poems and plays to read aloud and perform showing awareness of the listener through the use of pause and emphasis.			



Year 5 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	With some fluency, reads a range of age appropriate texts including novels, stories, plays, non-fiction and reference books.		
	Sometimes applies their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Read some unfamiliar words by drawing on their prior knowledge of similar words.		
	Sometimes, re-reads and read ahead to look for clues to determine meaning.		
Comprehension	Identifies some key ideas, themes and events within a text.		
	Use the knowledge of non-fiction texts to locate basic information.		
	Uses clues from action, description and dialogue to infer meaning. These inferences are justified with some relevant information from the text.		
	Begins to empathise with different characters' points of view.		
	Is able to identify some features of different fiction genres.		
	Starting to compare different non-fiction texts.		
	Sometimes comments on the author's choice of language to create a mood.		
	Distinguishes between statements of fact and opinion in non-fiction with support.		
	Asks some questions to improve their understanding of a text.		
	Participates in discussions about books and is able to recommend books that they have read to their peers.		
Learns a wide range of poetry by heart. They prepare poems and plays to read aloud and perform ensuring that the meaning is mostly clear to the audience.			



Year 5 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Fluently reads a range of age appropriate texts including novels, stories, plays, non-fiction and reference books.		
	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Read unfamiliar words by drawing on their prior knowledge of similar words.		
	Re-read and read ahead to look for clues to determine meaning.		
Comprehension	Identifies key ideas, themes and events within a text.		
	Use the knowledge of non-fiction texts to locate information.		
	Uses clues from action, description and dialogue to infer meaning. These inferences are justified with evidence from the text using “this tells me that”.		
	Begins to empathise with different characters’ points of view.		
	Is able to identify features of different non-fiction genres.		
	Starting to compare, contrast and evaluate different non-fiction texts.		
	Comments on the use and the effect of author’s language.		
	Distinguishes between statements of fact and opinion in non-fiction.		
	Ask questions to improve their understanding of a text.		
	Participates in discussions about books and is able to recommend books that they have read to their peers, giving reasons for their choices.		
Learns a wide range of poetry by heart. They prepare poems and plays to read aloud and perform ensuring that the meaning is clear to the audience.			



Year 5 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Fluently reads a range of texts that are beyond age-related expectations.		
	Understand how the meaning of sentences is shaped by punctuation, word order or connectives.		
	Quickly read unfamiliar words by drawing on their prior knowledge of similar words.		
	Re-read and read ahead to look for clues to determine meaning.		
Comprehension	Identifies key ideas, themes and events within a longer text.		
	Use the knowledge of non-fiction text structure to quickly locate information.		
	Uses clues from action, description and dialogue to infer meaning. These inferences are justified with clear evidence from the text.		
	Empathise with different characters' points of view and refers to the text when doing so.		
	Is able to identify features of different fiction genres and start to recognise texts that contain features from more than one genre such as a persuasive playscript.		
	Compare, contrast and evaluate different non-fiction texts.		
	Find and comment on examples of how authors express different feelings / moods.		
	Distinguishes between statements of fact and opinion in non-fiction and sometimes fiction.		
	Participates in discussions about books and is able to recommend books that they have read to their peers, giving many reasons for their choices.		
	Learns a wide range of poetry by heart. They prepare poems and plays to read aloud and perform ensuring that the meaning is very clear to the audience.		



Year 6 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	With some fluency, reads a range of age appropriate texts.		
	Sometimes applies their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Uses punctuation, when prompted, to establish meaning and inform intonation, tone and volume.		
Comprehension	Identifies some key details that supports main ideas, and uses them to summarise content drawn from more than one paragraph.		
	In non-fiction retrieves and records some information.		
	Infer character’s feelings, thoughts and motives from their actions. These inferences are justified with some relevant evidence from the text.		
	Makes predictions based on details stated.		
	Is able to make some comparisons within and across different texts.		
	Explains how structure and presentation can contribute to the meaning of a text.		
	Comments on the author’s use of language.		
	Distinguishes between statements of fact and opinion in non-fiction.		
	Ask some questions to improve their understanding of a text.		
	Participates in discussions about books and is able to recommend books that they have read to their peers.		
Learns a wide range of poetry by heart. They prepare poems and plays to read aloud and perform ensuring that the meaning is mostly clear to the audience.			



Year 6 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Fluently reads a range of age appropriate texts including novels, stories and plays.		
	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words in context.		
	Uses punctuation to establish meaning and inform intonation, tone and volume		
Comprehension	Identifies key details that supports main ideas, and uses them to summarise content drawn from more than one paragraph.		
	In non-fiction retrieves, records and presents information to the reader.		
	Infer character’s feelings, thoughts and motives from their actions. These inferences are justified with evidence from the text using “this tells me that”.		
	Makes predictions based on details stated and implied.		
	Is able to make comparisons within and across different texts. Able to recognise texts that contain features of more than one genre.		
	Explains how language, structure and presentation can contribute to the meaning of a text.		
	Comments on how language, including figurative language, is used to contribute to the meaning.		
	Distinguishes between statements of fact and opinion in fiction and non-fiction.		
	Ask questions to improve their understanding of a text.		
	Participates in discussions about books and is able to recommend books that they have read to their peers, giving reasons for their choices.		
	Learns a wide range of poetry by heart. They prepare poems and plays to read aloud and perform ensuring that the meaning is clear to the audience.		



Year 6 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Fluently reads a range of texts that are beyond age-related expectations.		
	Uses connectives as a signpost to indicate a change of tone.		
Comprehension	Retrieves and collates key ideas from a range of sources.		
	When retrieving, comments are supported with evidence from the text.		
	Able to infer character’s feelings, thoughts and motives from their actions. These inferences are justified using Point + Evidence + Explanation.		
	Identify the techniques the author has used to create feelings and attitudes.		
	Explains the structural devices the author has used to organise the text.		
	Comments on the genre-specific language the author has used to convey information and compares it over a range of texts.		
	Compare and contrasts the styles of different writers by analysing how an author has chosen a range of vocabulary to convey meanings or attitudes.		
	Identify and explain the viewpoint of the text with some explanation.		
	Identify and explain the key features, themes and characters across a range of texts including social, historical and cultural texts.		
	Learns a wide range of poetry by heart. They prepare poems and plays to read aloud and perform ensuring that the meaning is very clear to the audience.		
Explain and discuss their understanding of what they have read through formal presentations and debates, maintain a clear focus on the topic.			