

optimistic, ambitious, resilient

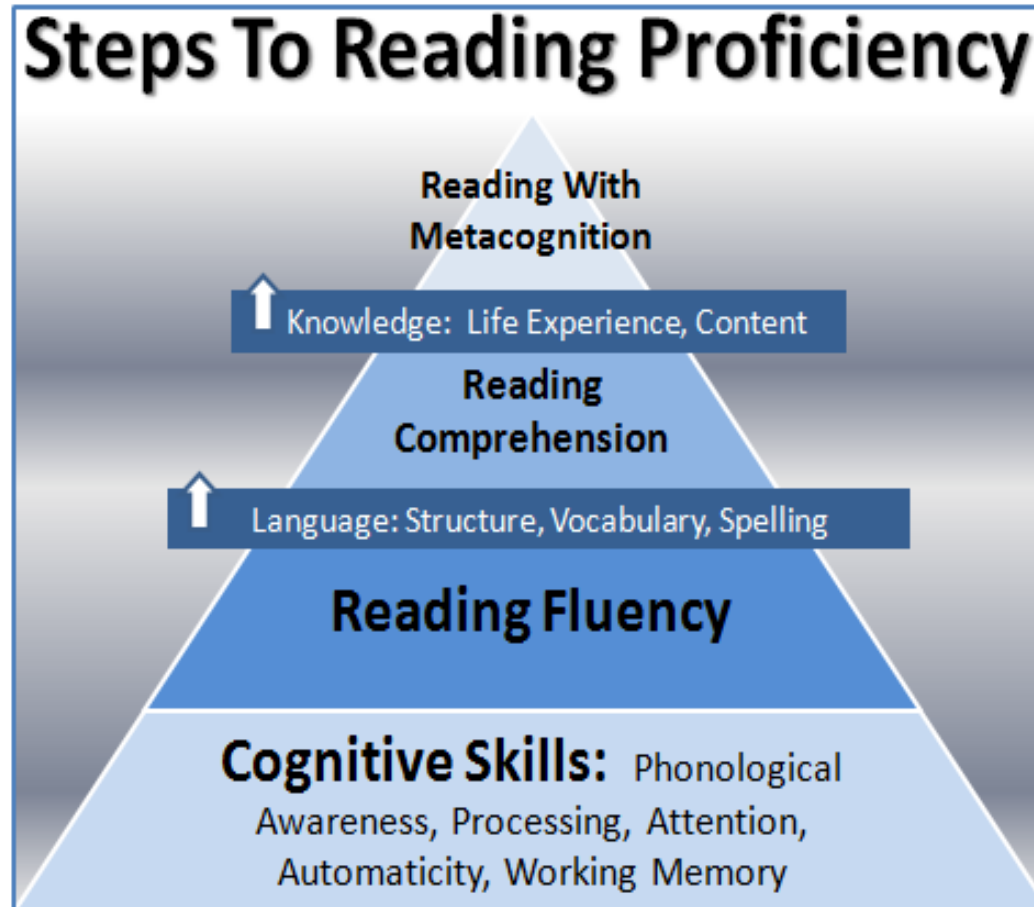
KS1 and 2

Reading Curriculum

Progression and Assessment Framework



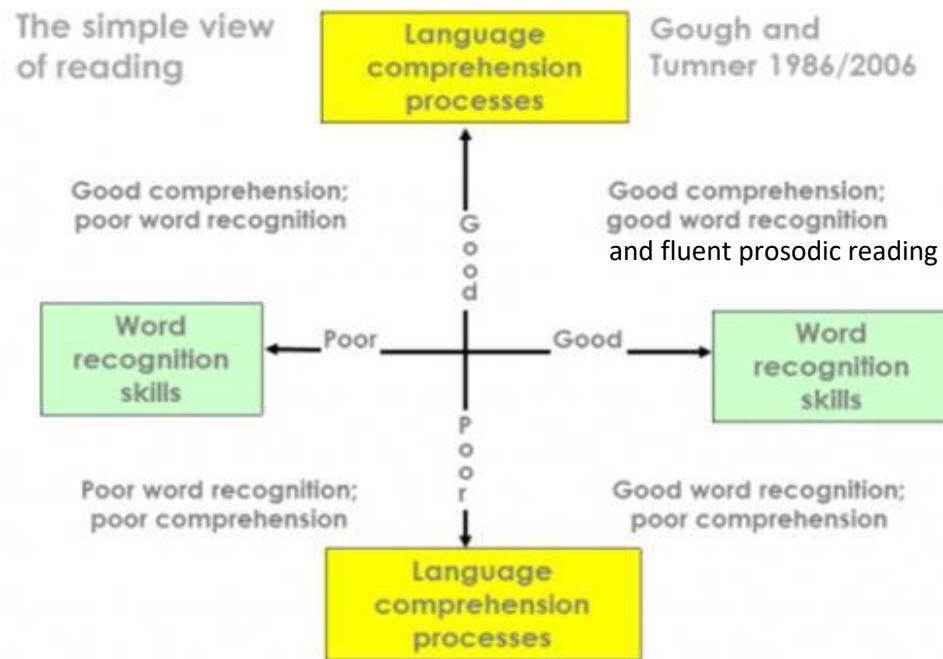
The Compass structured reading programme ensures all children make good progress by building sequentially on the skills of reading at each key stage. The ability to read well rests up the development of confidence and fluency with the key building blocks of effective comprehension.




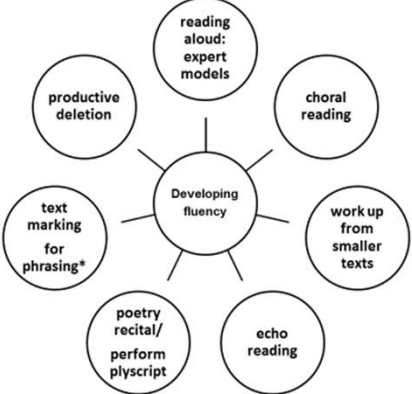
Reading development and progression at Compass

We understand that reading fluency is key and the focus of our progression framework is the need to ensure children build on prior learning to develop as skilled readers.

The Simple view of reading underpins the manner in which we structure children's reading experience across the primary phase. This ensures we focus on all key aspects of reading so that children develop confidence, fluency, accuracy and enjoyment.



What does this look like in the classroom

| Word recognition skills | Example Strategies |
|---|---|
| <ul style="list-style-type: none"> • Text conveys meaning, • 1:1 Correspondence • Phonics – Decoding and Encoding and Manipulation | <p>1:1 reading, exploring books, Teacher reading aloud</p> <p>Discrete phonics sessions -using and applying- Letters and Sounds</p> |
| Language Comprehension processes | |
| <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explaining • Retrieving • Sequencing (KS1) and Summarising | <p>Whole class and focused reading sessions exploring text meaning</p> |
| Fluency and Stamina | |
|  <p>Fluency as accuracy and rate</p> |  |
| Reading for Pleasure and Culture | |
| | |

Reading Sessions

Reading is precisely planned and taught through both Whole Class and Group Focused Reading sessions during these sessions teachers will:

Explicitly share with children how they learn to read and how each individual element builds to support them to become be confident, fluent and effective readers

Provide opportunities for children to be in mixed-attainment pairs, so as to allow for frequent, paired discussion, as well as grouped by need for focused group teaching when appropriate

Ensure less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.

Choose texts that provide a clear challenge for all members of the class (for modelling and direct instruction – for pupils who are focusing on decoding will need to have the opportunity to read books that allow the application of phonological decoding - this may be through focused group reading and independent reading)

A good rule of thumb is that the text chosen should be between 12 and 18 months beyond the reach of your higher attaining readers; that is to say, beyond the reach of their independent reading of it *and* comprehending of it.

When reading, the teacher will model good use of intonation, movement, volume and expression

Children will pick up good reading styles from teachers' performances. Eventually, they will start to emulate you in their own performances.

Actively monitor pace, so as to ensure high levels of engagement throughout the lesson

Reading and listening to reading for long periods of time can be mentally taxing for some children. Interspersing longer stints of reading with paired discussions/independent follow-up tasks can help with this.

Use targeted and open-ended questioning

Targeted questioning is not only good for Assessment for Learning but also a good way to ensure all children engage with the lesson – if they don't know who will be asked to provide a response then they are more likely to consider your question and make good use of their talking partner.

When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support

Children need to be able to say a response before they can write one; developing this skill at primary is vital for success at secondary. Teachers should model and encourage children to make good use of sentence stems (eg, "The author has used the word _____ to suggest _____, as the word _____ has connotations of _____")

Ensure follow-up tasks are carefully planned to provide challenge for all children and support for those who need it

A follow-up task is a good way for children to reflect on what they have read and an opportunity for the teacher to observe/assess the individual understanding of a piece. Differentiating these tasks should not be onerous; simple tweaks are often enough.

Whole Class teaching of Reading

Whole Class Reading is an instructional approach that involves the teacher working with the whole class of readers. During the lesson the teacher will provide a text that the whole class can read with support. The children are immersed in the same high-quality literature and the discussions that the carefully selected text promotes.

The teacher will model the key learning for the session and the class will be given a task (or groups of tasks) to apply the new learning. During the independent session the teacher is able to work with a smaller group and is able to personalise the learning to the needs of that group.

Focused Reading

Focused reading is an instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support. The teacher will model the key learning for the group. As the students read, the teacher coaches them as they use problem-solving strategies to read the text.

Some key things to know about Focused reading

- Groups are made of 5-6 students reading at a similar reading level.
- The groups are flexible and fluid, changing as necessary based on ongoing assessment.
- Children do not take turns reading; instead, they each read the entire text as the teacher listens in and coaches.
- The carousel must be planned precisely, and it is vital to consider Focused Reading and the Reading carousel as a whole.

One way of doing this might be:

Learning is broken down into small units of learning focused around one of the reading domains **Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence or Summarise**

Through the carousel of tasks each week children will move from direct teaching of knowledge to scaffolded learning to independent learning and recall

Focused group- Direct teaching-modelling and supported

Group 2 -Scaffolded task (same task/text)

Group 3- Independent (Recall -same task – new text)

Group 4- Vocab work/Own Read/Directed Read

Group 5- Pre Read (ready for Focused group)

| | | |
|--------------------|---------------|--------------------|
| Name/Group: | Class: | Year Group: |
|--------------------|---------------|--------------------|

- Highlight and date the statements children have met – it is suggested there are a range of examples of evidence
- The framework works on a 'best fit' model
- To achieve 'Expected' within the year group all bold statements should be highlighted, other statements may also be highlighted.
- Circle the relevant judgement on the assessment grid for the child or group
- Enter the correct numerical value onto the tracker each term

| Assessed Level | | | |
|-----------------------|-----------|-----------|-----------|
| Aut | 9 | 10 | 11 |
| Spr | 10 | 11 | 12 |
| Sum | 11 | 12 | 13 |

For children below Year 1 Emerging, please refer to the Early Learning Goals.

| Word Reading | Attitudes and dispositions | Understanding, analysis, and reasoning | Retrieval and recording |
|--|--|---|---|
| <p>In some reading, possibly with support:</p> <p>Can apply phonic knowledge and skills as the route to decode words</p> <p>Accurately reads aloud age appropriate texts consistent with phonic knowledge, in which additional strategies are not required</p> <p>Uses known texts to build fluency and confidence</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Show some awareness of punctuation marks e.g., Pausing for full stops.</p> | <p>In some reading, possibly with support:</p> <p>Listen to and begin to discuss in a simple way a range of poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Is able to link what they read or heard read to their own experiences</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart</p> <p>Demonstrate pleasure in performing known stories</p> <p>Participates in discussion about what is read to them, taking turns and listening to what others say</p> <p>Make some simple comments about their reading preferences</p> <p>Comments and asks questions about parts of the texts e.g. comments on photographs/drawings, diagrams, changes in font</p> <p>Comments on obvious features of language e.g. use of humour, rhymes, repetition</p> <p>Some pages/sections of interest located e.g. favourite characters/events/information/pictures</p> | <p>In some reading, possibly with support:</p> <p>Can draw on what they already know or on background information and vocabulary provided by the teacher to help them understand a text</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading</p> <p>Recognise sequence of events in simple texts</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Explain clearly their understanding of what is read to them</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Recognise that non fiction books can be structured in different ways</p> | <p>In some reading, possibly with support:</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases</p> <p>Some simple points from familiar texts recalled e.g. In Goldilocks what was wrong with daddy bear's porridge?</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others</p> <p>Understand the difference between fiction and non-fiction</p> <p>Recall the main points of a narrative in the correct sequence</p> <p>Ask questions and express opinions about main events and characters in stories, e.g. good and bad characters</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done e.g. who is speaking in the story?</p> |

Reading - End of KS1

Teacher Assessment Framework

We have incorporated the teacher assessment statements from the Interim Framework into our grids.

These statements:

- Are not intended to be used to track progress throughout the key stage only to make a teacher judgement at the end of the key stage following the completion of the key stage 1 curriculum
- Do not include full coverage of the National Curriculum. Pupils achieving the standard within the interim framework will be able to demonstrate a broader range of skills than those being assessed (indicated in **black bold**)
- Are key aspects for assessment
- Are **not** 'best fit'. To demonstrate that they have met the national standard a pupil will need to have demonstrated **consistent** attainment of **all** of the statements within the standard (**indicated in bold black**) and **all** the statements in the preceding standard (**indicated in blue**)
- To demonstrate they have met 'Working at greater depth within the expected standard' a pupil will need to have demonstrated **consistent** attainment of **all** of the statements within the standard (**indicated in green**) along with all statements in the preceding standards.

Teachers must base their assessment judgement on a **broad range** of evidence from across the curriculum. The evidence **must include the KS1 English reading test** which does not focus solely on the key aspects listed in the interim framework.

Some of the statements contain qualifiers (**some, many and most**) to indicate that pupils will not always consistently demonstrate the skill required. Further guidance to support teachers in making consistent judgements on these will be provided as part of the exemplification material. However, where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

**National Curriculum Assessment Grid
English: Reading
Year 2 – Expected = 15 points**

| Name/Group: | | Class: | | Year Group: | | | | | |
|---|--|---|--|---|--|--|----|----|----|
| <p>The bold statements relate to the Interim Teacher Assessment Framework for KS1. Blue- working towards National Standard, Black working at National Standard, Green- working at greater depth.</p> <ul style="list-style-type: none"> Highlight and date the statements children have met – it is suggested there are a range of examples of evidence The framework works on a 'best fit' model To achieve 'Expected or National Standard' within the year group the blue and bolded black statements must be highlighted along with a range of other statements To achieve 'Working at Greater Depth' all of the blue, bold black and green statements must be highlighted Circle the relevant judgement on the assessment grid for the child or group Enter the correct numerical value onto the tracker each term <p>*Teachers should refer to the spelling appendix (Year 1 and Year 2) of the NC programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell</p> | | | | | | Assessed Level | | | |
| | | | | | | Aut | 12 | 13 | 14 |
| | | | | | | Spr | 13 | 14 | 15 |
| | | | | | | Sum | 14 | 15 | 16 |
| Word Reading | | Attitudes and dispositions | | Understanding, analysis, and reasoning | | Retrieval and recording | | | |
| <p>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</p> <p>Read many common exception words</p> <p>Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondence (GPCs)*</p> <p>Read many words aloud quickly and accurately without overt sounding and blending</p> <p>Sound out many unfamiliar words accurately</p> <p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes*</p> <p>Read most common exception words*</p> <p>Read accurately and fluently without overt sounding out and blending e.g. at over 90 words per minute.</p> <p>Sound out most unfamiliar words accurately, without undue hesitation</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> | | <p>Listen to, discuss and express simple 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</p> <p>Perform and recite poems with appropriate intonation to make the meaning clear</p> <p>Will answer and ask questions about books they have read or have read to them</p> <p>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</p> | | <p>Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them</p> <p>Check that the text makes sense to them as they read</p> <p>Can answer questions and make some inferences on the basis of what is being said and done</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Make links between the book they are reading and other books they have read</p> <p>Make predictions about expectations of a text by skim reading, title, contents, illustrations</p> <p>Identify how features are linked to purpose, e.g. why characters and settings in stories are described</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> <p>Make comparisons between books, noting similarities, differences and preferences between: Narrative sequences, Characters, Setting</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher to aid understanding</p> | | <p>Recognise simple recurring language in stories and poetry</p> <p>Discuss sequence of events in books and discuss how items of information are related</p> <p>Are becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Can locate information to answer simple questions e.g. What are the main ingredients used in the cake?</p> <p>Identify key themes and discuss reasons for events in stories</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Make simple predictions, linking to own experience by checking that the text makes sense to them as they read and correcting inaccurate reading o Answering and asking questions</p> <p>Extract information from the text and discuss orally with reference to the text</p> | | | |

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|--|--|---|---|
| | | <p>Discuss and clarify the meanings of words linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Show awareness of features of organisation e.g. beginning/end, types of punctuation and can recognise the difference between non-fiction and fiction</p> <p>Can discuss vocabulary choices</p> <p>Read non-fiction books that are structured in different ways</p> <p>Understand how to use alphabetically ordered texts to retrieve information o Recognising simple recurring literary language in stories and poetry</p> <p>Identify rhyming and alliterative words o Discussing and clarifying the meanings of words, linking new meanings to known vocabulary o Discussing favourite words and phrases</p> <p>Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere</p> | <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p> <p>Identify or provide own synonyms for specific words within the text</p> <p>Use bibliographic knowledge to help retrieve specific information</p> |
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|--------------------|---------------|--------------------|
| Name/Group: | Class: | Year Group: |
|--------------------|---------------|--------------------|

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- The framework works on a 'best fit' model
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Assessed Level

| | | | |
|------------|----|-----------|----|
| Aut | 15 | 16 | 17 |
| Spr | 16 | 17 | 18 |
| Sum | 17 | 18 | 19 |

| Word Reading | Attitudes and dispositions | Understanding, analysis, and reasoning | Retrieval and recording |
|--|--|---|---|
| <p><i>In most reading:</i></p> <p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word</p> <p>Be able to read correctly the 200 HFW</p> <p>Use word class/function where possible to make distinctions of words that have been read e.g. there/where/here nouns of place</p> <p>Continue to read and understand root words and affixes (-ed, -ing, -ly, -er, -est, -ness, -ful)</p> <p>Read longer words, testing out different pronunciations</p> <p>Attempt to match what they decode to words they may have already heard but may not have seen in print</p> | <p><i>In most reading:</i></p> <p>Understands the relevance and importance of reading</p> <p>Can justify choices and explain why others should read the text</p> <p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Expresses a personal response to what they have read</p> <p>Uses language appropriately to respond to ideas of others</p> <p>Reads books/texts that are structured in different ways and reads for a range of purposes</p> <p>Participates 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</p> | <p><i>In most reading:</i></p> <p>Can draw inferences such as inferring character's feelings, thoughts and motives from their actions and dialogue.</p> <p>Check a text makes sense and discuss the meaning of new words in contexts</p> <p>Can ask questions to improve their understanding of a text</p> <p>Identifies features of organisation and different text types e.g. Bullet points</p> <p>Basic features of writer's use of language is identified e.g. there are lots of adjectives</p> <p>Can make simple comments that show awareness of the effect of the text on the reader. For example, commenting on the language used to create mood or build tension.</p> <p>Can identify the main purpose of a text</p> <p>Uses different voices to convey mood and meaning</p> <p>Identifies how punctuation can convey character e.g. exclamation marks to affect tone of voice</p> <p>Begin to use a dictionary to look up the meaning of unfamiliar words</p> <p>Recognises some features of the context of texts, makes connections between text and the wider world e.g. historical setting, social or cultural background, texts about rainforests</p> <p>Can identify common features to different texts or versions of the same text with simple comments e.g. similarities in plot, topic or books by the same author, about the same character</p> <p>Prepares poems and play scripts to perform, showing an understanding through intonation, tone, volume and action</p> | <p><i>In most reading:</i></p> <p>Some comments include quotations from or references to text although they may not always be relevant or accurate e.g. often retelling or paraphrasing sections of the text</p> <p>Can predict what may happen from details stated and implied</p> <p>Makes use of non-fiction features to find information</p> <p>Can discuss words and phrases that capture readers' interests and imagination</p> <p>Retrieve and record information from non-fiction by skimming and scanning</p> <p>Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text</p> <p>Begin to discuss how language, structure and presentation help the reader to understand the text</p> |

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| <p>Read alternative graphemes for ay sound (vein, weigh, eight, neighbour, they, obey)</p> <p>Read and understand the different meanings of homophones e.g. accept/except, affect/effect</p> <p>Understand prefixes for opposites or negatives: un-, dis-, mis-, anti-</p> <p>Read y as I (Myth, gym, Egypt, pyramid, mystery)</p> <p>Read alternative phonemes for ou grapheme (young, touch, double, trouble, country)</p> <p>Read words from compulsory Year 3/4 spelling list with unusual GPC e.g. answer, build, breath, breathe, believe, caught</p> <p>Uses a range of strategies effectively to read with fluency, understanding and expression</p> <p>Rereads and reads ahead to look for clues to determine meaning</p> | | | |
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|--------------------|---------------|--------------------|
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|--------------------|---------------|--------------------|

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Assessed Level

| | | | |
|------------|----|-----------|----|
| Aut | 18 | 19 | 20 |
| Spr | 19 | 20 | 21 |
| Sum | 20 | 21 | 22 |

| Word reading | Attitudes and dispositions | Understanding, analysis, and reasoning | Retrieval and recording |
|---|---|--|--|
| <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Correctly read the 200 HFW</p> <p>Correctly read and identify syllables in words: stressed and unstressed vowels.</p> <p>Read and understand the different meanings of homophones e.g. accept/except, affect/effect</p> <p>Continue to read longer words, testing out different pronunciations ▯ Match what they decode to words they may have already heard but may not have seen in print</p> <p>Read and identify French roots in words e.g. chef, chalet, machine, brochure, league, tongue, unique,</p> <p>Read and understand apostrophe use, including use for possession with plural nouns and those ending in 's'</p> | <p>Reads widely and across a range of genre and text types e.g. fiction fairy stories, myths, traditional tales etc, poetry, plays, non-fiction, reference books</p> <p>Independently selects texts of quality</p> <p>Can confidently justify choices and explain why others should/should not read the text</p> <p>Understands the relevance and importance of reading texts beyond which they may be able to access</p> <p>Uses language appropriately to respond to ideas of others and may elaborate or extend</p> | <p>Can identify key points and summarise in response to a question or to an audience</p> <p>Can identify and explain structural and presentational choices and how the contribute to meaning e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Read independently, using known strategies appropriately to establish meaning</p> <p>Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context</p> <p>Discuss understanding as it develops and explain the meaning of words in context</p> <p>Locate information using skimming, scanning and text marking</p> <p>Use dictionaries to check the meaning of words they have read o Asking questions to improve their understanding of a text</p> <p>Can use clues from action, dialogue and description to establish meaning</p> <p>Can make simple comments that show awareness of writer's viewpoint e.g. 'he only tells you good things about the farm and makes the shop sound boring'</p> <p>Can use inference to identify author's viewpoint</p> | <p>Comments are supported by some generally relevant textual reference or quotation</p> <p>Is able to use direct quotation in written response to text</p> <p>Can identify and contextualise words and phrases that capture readers' interests and imagination</p> <p>Is confident in identifying impact of features and word choice</p> <p>Can accurately retrieve and record relevant information from non-fiction</p> <p>Retrieve and record information from non-fiction, using contents and indexes to locate information</p> <p>Begin to discuss the effect that language, structure and presentation have on the reader</p> <p>Notice and discuss the author's choice and order of content linked to purpose</p> |

| | | | |
|--|--|---|--|
| <p>Read alternative phonemes for ou grapheme (young, touch, double, trouble, country)</p> <p>Read words from compulsory Year 3/4 spelling list with unusual GPC e.g. answer, build, breath, breathe, believe, caught</p> <p>Read and identify classical roots in words e.g. Greek: scheme, chorus, chemist, echo, Latin: science, scene, discipline, fascinate</p> | | <p>Can identify use of language and is able to make simple comments on writer's choices e.g. "disgraceful" is a good word to use to show he is upset' and how they contribute to meaning</p> <p>Can identify the main ideas drawn from more than one paragraph and summarise these</p> <p>Can use a dictionary to check the meaning of unfamiliar words</p> <p>Can identify themes in what they read e.g. triumph of good over evil.</p> <p>Can identify conventions in different types of writing e.g. the greeting in letters, diary written in first person</p> <p>Recognise themes and conventions in age-appropriate texts, such as bullying, or the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales</p> <p>Recognise the use of appropriate subheadings to guide the reader in non-fiction o Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and explain the effect on them as a reader o Recognising some different forms of poetry [for example, free verse, narrative poetry] Is able to recognise some different forms of poetry e.g. free verse, narrative poetry</p> <p>Can make simple comments on the effect that the reader's or writer's context has on the meaning of texts e.g. historical</p> | |
|--|--|---|--|

| | | |
|--------------------|---------------|--------------------|
| Name/Group: | Class: | Year Group: |
|--------------------|---------------|--------------------|

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| Assessed Level | | | |
|----------------|----|-----------|----|
| Aut | 21 | 22 | 23 |
| Spr | 22 | 23 | 24 |
| Sum | 23 | 24 | 25 |

| Word reading | Attitudes and dispositions | Understanding, analysis, and reasoning | Retrieval and recording |
|--|--|---|---|
| <p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Review importance of syllables and stressed and unstressed vowels to support reading aloud</p> <p>Read and understand the different meanings of homophones linked to word class/function</p> <p>Begin to identify that -ough can be pronounced 7 different ways and select the correct pronunciation for the word read</p> <p>Read words from compulsory Year 5/6 spelling list with unusual GPC e.g. bruise, determined, embarrass</p> <p>Read and identify verb suffixes (noun to verb) e.g. -ate, -ise, -ify Understand silent letters linked to</p> | <p>Continues to read and discuss books from an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks</p> <p>Can read books that are structured in different ways</p> <p>Can read for a range of purposes</p> <p>Increases their familiarity with a wide range of genres such as modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p>Can recommend books to their peers, giving reasons for their choices</p> <p>Learns a wider range of poetry by heart Can prepare 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</p> <p>Can explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Can sustain a debate maintaining a focus on the topic and using notes where necessary</p> <p>Can sustain reading and concentration for increasing longer periods of time</p> <p>Can 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</p> | <p>Can begin to identify and discuss themes and conventions in and across a wide range of writing</p> <p>Can make comparisons within and across books e.g. characters, settings, presentational features</p> <p>Can check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Can ask questions to improve their understanding</p> <p>Can predict what might happen from details stated and implied</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Can make comments about the authors choice of language and effect on the reader e.g. 'all the questions make you want to find out what happens next'</p> <p>Can identify and discuss how language, structure and presentation contribute to meaning</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Use contextual and genre knowledge to determine alternate meanings of known words</p> <p>Use language, structural and presentational features to support understanding of age-appropriate texts o Asking questions to improve their understanding o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Infer meaning using evidence from the text and wider experiences o Predicting what might happen from details stated and implied</p> | <p>Can identify relevant points</p> <p>Can identify key details that support the main ideas</p> <p>Can make comments that are supported by textual reference or quotation even when points made are not always accurate</p> <p>Can draw inferences but comments are not always rooted securely in the text or repeat narrative or content</p> <p>Can retrieve, record and present information from non-fiction</p> |

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| <p>etymology – used for pronounced</p> <p>Read and identify suffixes: ant/ance/ence for making nouns and ent for making adjectives</p> <p>Read individual words accurately, which might be key to the meaning of a sentence or paragraph, to improve comprehension</p> <p>Look at word families and how pronunciation can shift e.g. night, doubt, lamb, solemn, island</p> <p>Read and identify suffixes cious/tious for making adjectives</p> | | <p>Make predictions and express opinions, often justifying these with reference to the text o Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</p> <p>Retrieve and collate main ideas from more than one place within an age-appropriate text o Identifying how language, structure and presentation contribute to meaning</p> <p>Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text</p> <p>Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify and explain the author's point of view with reference to the text</p> <p>Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text • Distinguish between statements of fact and opinion</p> <p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence e.g. interpreting a character's motive from their actions at different points</p> <p>Can distinguish between statements of fact and opinion</p> <p>Can use generally relevant textual reference or quotation, even when points made are not always accurate</p> <p>Can use generally relevant textual reference or quotation accurately</p> <p>Can identify features common to different texts or versions of the same text identified</p> <p>Can explain some structural choices</p> | |
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Interim Teacher Assessment Framework

We have incorporated the teacher assessment statements from the Interim Framework into our grids.

These statements:

- Are not intended to be used to track progress throughout the key stage only to make a teacher judgement at the end of the key stage following the completion of the key stage 2 curriculum
- Do not include full coverage of the National Curriculum. Pupils achieving the standard within the interim framework will be able to demonstrate a broader range of skills than those being assessed (indicated in **black bold**)
- Are key aspects for assessment
- Are **not** 'best fit'. To demonstrate that they have met the national standard a pupil will need to have demonstrated **consistent** attainment of **all** of the statements within the standard (**indicated in bold black**)

Teachers must base their assessment judgement on a **broad range** of evidence from across the curriculum.

| Name/Group: | | Class: | | Year Group: | | | | | | | |
|---|--|--------|---|-------------|--|---|----|-----------|----|--|--|
| <p>Bold statements relate to National Standard at the end of KS2 according to the NC descriptors Highlight and date the statements children have met – it is suggested there are a range of examples of evidence</p> <ul style="list-style-type: none"> The framework works on a 'best fit' model To achieve 'Expected or National Standard' within the year group the bold black statements must be highlighted along with a range of other statements Circle the relevant judgement on the assessment grid for the child or group Enter the correct numerical value onto the tracker each term | | | | | | Assessed Level | | | | | |
| | | | | | | Aut | 24 | 25 | 26 | | |
| | | | | | | Spr | 25 | 26 | 27 | | |
| | | | | | | Sum | 26 | 27 | 28 | | |
| <p>By the end of year 6, children' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for children to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare children for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Children should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p> | | | | | | | | | | | |
| Word reading | Attitudes and dispositions | | Understanding, analysis, and reasoning | | | Retrieval and recording | | | | | |
| <p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Read and understand the different meanings of homophones linked to word class/function e.g. affect verb/ effect noun, guessed verb/ guest noun, passed verb/ past noun</p> <p>Read and identify synonym and antonym word families</p> <p>Identify that -ough can be pronounced 7 different ways and select the correct pronunciation for the word read</p> <p>Read all words from compulsory Year 5/6 spelling list, including those with</p> | <p>Can read age appropriate books with confidence and fluency (including whole novels)</p> <p>Reads fluently and independently across a range of genres (novels, stories, poetry, non-fiction etc)</p> <p>Can read aloud with intonation that shows understanding</p> <p>Can read a wide range of genres such as modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p>Can recommend books to their peers, explaining their choices with reference to the text</p> <p>Can explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Can sustain a debate maintaining a focus on the topic and using notes where necessary</p> | | <p>Can identify main purpose with evidence precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'.</p> <p>Can clearly identify and explain viewpoint developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person'</p> <p>Can make comparisons within and across books</p> <p>Can check that the book makes sense to them, discussing their understanding and can make out the meaning of words in context</p> <p>Can determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the 'English programmes of study: key stage 1 and 2 National curriculum – Appendix 1'</p> <p>Can predict what might happen from details stated and implied giving examples from the text</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration</p> <p>Can clearly identify relevant points, including summary and synthesis of information from different sources or different places in the same text</p> | | | <p>Can retrieve, record and present information from non-fiction</p> <p>Can clearly identify most relevant points, including those selected from different places in the text</p> <p>Can use generally relevant textual reference or quotation, even when points made are not always accurate</p> <p>Can use relevant textual quotation accurately</p> | | | | | |

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| <p>unusual GPC e.g. bruise, determined, embarrass ⌘ Read and identify formal equivalents e.g. find out – discover, ask for – request, go in - enter ⌘ Learn both a word's meaning(s) and its correct pronunciation when reading new vocabulary</p> <p>Understand silent letters linked to etymology – used for pronounced.</p> <p>Read and identify suffixes: ant/ance/ence for making nouns and ent for making adjectives</p> <p>Focus on all letters in an unfamiliar word so that they do not, for example, read 'invitation' for 'imitation'</p> | | <p>Can explain and discuss what they have read, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Can make comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and the different effects they have</p> <p>Gives some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text</p> <p>Can provide some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written</p> <p>Can provide reasoned justifications for their views</p> | |
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