



Reading Assessment

Word Reading	Comprehension		Comprehension
<input type="radio"/> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Developing pleasure in reading and motivation to read	Understanding the text	Retrieving and recording information from non-fiction
<input type="radio"/> Re-read books to build up fluency and confidence in word reading.	<input type="radio"/> Orally retell a wider range of stories, fairy tales and traditional tales.	<input type="radio"/> Identify, discuss and collect favourite words and phrases.	<input type="radio"/> Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i>
<input type="radio"/> Read frequently encountered words quickly and accurately without overt sounding and blending.	<input type="radio"/> Sequence and discuss the main events in stories and recounts.	<input type="radio"/> Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.	<input type="radio"/> Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.
<input type="radio"/> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.	<input type="radio"/> Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.	<input type="radio"/> Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i>	Participating in discussion
<input type="radio"/> Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i>	<input type="radio"/> Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, story-telling.</i>	<input type="radio"/> Uses tone and intonation when reading aloud.	<input type="radio"/> Participate in discussion about what is read to them, taking turns and listening to what others say.
<input type="radio"/> Read longer and less familiar texts independently.	<input type="radio"/> Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).	<input type="radio"/> Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>	<input type="radio"/> Make contributions in whole class and group discussion.
<input type="radio"/> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.	<input type="radio"/> Make personal reading choices and explain reasons for choices.	<input type="radio"/> Check that texts make sense while reading and self-correct.	<input type="radio"/> Consider other points of view.
<input type="radio"/> Work out unfamiliar words by focusing on all letters in the word, e.g. <i>not reading place for palace</i>	<input type="radio"/> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. <i>listen, discuss and express views</i>	<input type="radio"/> Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>	<input type="radio"/> Listen and respond to contributions from others.
<input type="radio"/> Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</i>		<input type="radio"/> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	
<input type="radio"/> Read further common exception words, noting tricky parts.		<input type="radio"/> Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i>	
		<input type="radio"/> Make predictions based on what has been read so far.	

Name:

Class:



Reading Assessment

Word Reading List

door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas		

 Name:

 Class: