



**Reading Assessment Criteria for use in ongoing Teacher Assessment
(Years 1-6)**

Updated November 2015

HfL Assessment Criteria for Reading

This document provides guidance on the progression of skills in reading.

Each year group sheet begins with an indication of the context in which the skills should be assessed – to ensure that the pitch of the text is age-appropriate. This section also includes guidance on how fluently and accurately children would be expected to read these texts.

It is assumed that the reading skills (retrieving information, inferring etc) are assessed within the context of a text that the child is reading fluently. The child is not working within the age-related expectation if they are not fluently reading texts of an appropriate pitch.

Some of the assessment criteria are written in **bold** – this signifies that they are key criteria for the age group in question.

Judgements about the 'step' in which children are working need to take into account all of the reading criteria, but with particular regard to the statements in bold. See example over the page.

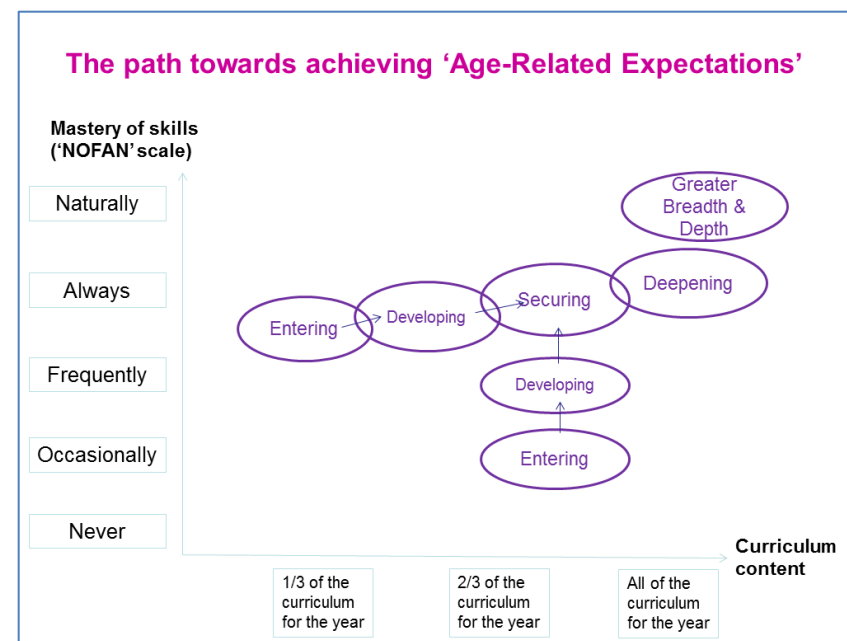
NB much of the assessment of reading will take place through Spoken Language, as children discuss texts with each other and with adults.

Spoken Language is a key thread running throughout the primary National Curriculum. The expectations are that a child:

- listens and responds appropriately to adults and their peers
- asks relevant questions to extend their understanding and knowledge
- uses relevant strategies to build their vocabulary
- articulates and justifies answers, arguments and opinions
- gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments
- uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speaks audibly and fluently with an increasing command of Standard English
- participates in discussions, presentations, performances, role play, improvisations and debates
- gains, maintains and monitors the interest of the listener(s)
- considers and evaluates different viewpoints, attending to and building on the contributions of others
- selects and uses appropriate registers for effective communication

Judgements about the 'step' in which children are working need to take into account all of the reading criteria, but with particular regard to the statements in bold. In general, the approach to deciding the 'step' in which a child is working is as follows:

- consider which skills the child has shown evidence of working securely (i.e. the skill has been seen applied in a range of different situations and is frequently demonstrated accurately) and which skills the child is beginning to develop
 - evaluate the overall extent to which the full range of skills listed on the assessment sheet have been secured to determine the 'step', for example (using steps A0/1/2/3 – based on curriculum expectations for Y1):
- **Entering (A0)** – this step could mean that a child is showing a reasonable degree of security in some of the criteria for the year group (as a rough guide, up to about 25% of the criteria) or it could mean that a child is showing evidence of a broad range of the skills but only very occasionally, not yet securely
 - **Developing (A1)** – this step could mean that a child is secure in many of the aspects of the criteria (as a rough guide, up to about 60% of the criteria, including a strong focus on the bold statements) or it could mean that a child is showing evidence of a broad range of the skills with growing frequency, but not yet fully secure
 - **Securing (A2)** – this step means that a child is secure in most of the aspects of the criteria (as a rough guide, up to about 80% of the criteria, including most of the bold statements) i.e. they frequently demonstrate an understanding of most of the skills for the year group
 - **Deepening (A3)** – this step means that a child is secure in almost all (more than 80%, up to 100%) of the skills, with increasing levels of accuracy
NB the 'deepening' step overlaps with the 'entering step' of the next year group because the process of extending and enriching children's learning as they embed the skills of one year group is likely to 'dip into' some of the core skills of the next year group – although we advise against delving too far into the curriculum of the next year, suggesting instead that enrichment occurs by going 'broader and deeper' – applying the range of skills in more sophisticated contexts to fully embed the learning



Provided a child has reached Securing at the end of an academic year, the next teacher should be pitching their teaching firmly within the age-appropriate skills of the new year group (whilst being aware of any particularly significant gaps a child may have from the previous year), so that the child can hopefully be assessed as Entering into the new year group's skills by the end of the Autumn term.

HfL Assessment Criteria for Phase A Steps 0/1/2/3 (based on curriculum expectations for Year 1)

Reading – across a range of texts

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, e.g. books that:

- contain enough print for the child to use decoding skills
- are likely to be of interest in terms of storyline (narrative) or subject matter (non-fiction)
- allow children to practise decoding new and previously taught *GPCs and common exception words (*Grapheme-Phoneme Correspondence)
- have limited print on each page, clear font and good spacing between words
- have pages dominated by pictures – in simpler books, illustrations closely support the text; in more complex books, pictures support storyline more than precise meaning
- have repeated words and predictable phrases that children can anticipate and join in with
- are built on simple patterns or known sequences, *e.g. counting, days of the week etc.*
- have storylines involving a few episodes in chronological order
- include a range of simple sentence constructions, including statements, questions and commands
- include some abstract terms (non-fiction)
- include some level of formality and specialised language (non-fiction)
- use captions

Children should hear, share and discuss a wide range of high quality texts to develop a love of reading, support the development of early comprehension and broaden their vocabulary. Such texts will include a wide range of poems, stories and non-fiction books beyond the level at which they can read independently, fairy tales and traditional tales*

*fairy tales and traditional tales should be shared to the degree that children become very familiar with them and are able to retell them and consider their particular characteristics

Help children to gain confidence by allowing them to choose books of interest. This means that they may be familiar with the vocabulary and ideas or motivated to engage with the reading. Children should be able to read a 100 word passage to an adult at around 90% accuracy.

Assessment should take place mainly through spoken language, including drama.

Vocabulary

- identifies simple and recurring literary language
- identifies the meaning of vocabulary in context
- explains their understanding of texts that are pitched beyond the level they can read independently

Retrieving

- with support, justifies their views about texts they have had read to them *e.g. uses the word 'because'*
- recognises patterns in texts, *e.g. repeated phrases and refrains*
- discusses the significance of the title
- observes the punctuation and uses this to aid understanding
- retrieves key information from a text
- identifies complete sentences
- identifies typical phrases *e.g. story openings and endings*
- understands that there is a range of non-fiction texts, *e.g. different layouts for instructions, non-fiction books etc*

Summarising

- identifies how non-fiction texts are sequenced
- identifies the beginning, middle and end of stories and pattern in poetry

Inferring

- identifies goals/motives of the main character on the basis of what they have said and done *e.g. 'I think she wants her daddy to help her build a sandcastle.'*
- expresses preferences linked to own experiences *e.g. 'I like going to the beach too'*
- uses different voices for characters when reading dialogue aloud
- use different voice pitch to indicate whether they are reading an exclamation or question

Predicting

- predicts events and endings

Retrieving continued

- begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction
- comments on things that interest them

Reading behaviours and fluency

- reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy
- re-reads to self-correct if meaning is lost
- asks questions to clarify
- connects what they read or hear to their own experiences
- knows the voice telling the story is called the narrator

Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading:
letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Evidence of none or just a few of these skills – refer to EYFS Outcomes or P-levels	Entering (some of these aspects secure, or occasional evidence across most skills) = A0	Developing (many of these aspects secure, or more frequent evidence across most skills) = A1	Securing (most of these aspects secure most of the time) = A2	Deepening (almost all of these aspects secure) = A3
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

HfL Assessment Criteria for Phase A Steps 4/5/6 (based on curriculum expectations for Year 2)**Reading – across a range of texts**

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including:

- picture books with a greater proportion of space given to sentences on a page - pictures support the text to a lesser degree and may be more detailed
- sentences that feature adverbs of time and manner, and prepositions to indicate place
- simple chapter books with a straightforward structure and broad but distinctive characterisation
- books with a storyline or sequence of events/actions told in paragraphs
- books with more developed sequences and patterns of events
- non-fiction texts that are structured in different ways
- non-fiction texts with longer, more formal sentences and wider range of terminology (range of unknown words is controlled)
- books with clear print and font with good spacing for more sustained blocks of text

(For more information see HfL document 'Guidance to support Year Group Text Choices')

Children should continue to hear, share and discuss a wide range of high quality texts to continue to develop a love of reading, support the further development of comprehension and further broaden their vocabulary. Such texts will include a wide range of contemporary and classic poetry, stories and non-fiction books beyond the level at which they can read independently, a wider range of fairy tales and traditional tales*

*fairy tales and traditional tales should be shared to the degree that children become very familiar with them and are able to retell them and consider their particular characteristics

Help children to gain confidence by allowing them to choose books of interest. This means that they may be familiar with the vocabulary and ideas or motivated to engage with the reading. Children should be able to read a 100 word passage to an adult at around 90% accuracy.

Assessment should take place mostly through spoken language, including drama, with some responses to text through writing and drawing.

Vocabulary

- discusses effective language choices, e.g. *'slimy' is a good word there because...*
- identifies that adverbs help to tell us how the character is feeling

Retrieving

- identifies words and phrases that link events
- refers back to the text for evidence
- retrieves information stated within text (may not be obvious)
- uses evidence from a text – may look through the book to help them remember or use information
- shows awareness of use of features of organisation e.g. *index, bold headings*
- makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements' e.g. *'I think she is selfish/kind/angry because it says she...'*
- begins to understand that written language (standard English) has conventions that don't apply in spoken language
- explains differences between fiction and non-fiction

Summarising

- identifies the sequence of events e.g. *answers questions such as 'Which event happened first? What happened before he fell over?'*

Inferring

- demonstrates empathy with characters looking at descriptions and actions
- identifies evidence of change as a result of events, for example in character behaviour
- recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. *that the wolf would see the story of Red Riding Hood differently from the girl herself*
- explains how the way a character speaks reflects their personality
- identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour
- evaluates simple persuasive devices e.g. *says which posters in a shop or TV adverts would make them want to buy something, and why*
- with support, justifies their views about what they have read

Retrieving continued

- understands that books can be used to find things out, and is beginning to do so
- recognises that information is grouped according to subject
- begins to use dictionaries, glossaries and indexes to locate meanings and information
- identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story
- identifies elements of an author's style e.g. *familiar characters, settings or common themes*
- identifies how settings and characters are created using specific vocabulary that creates imagery
- identifies that the verbs used for dialogue tell us how a character is feeling e.g. *"I grabbed..." or ...he shouted*

Predicting

- **predicts with increasing accuracy during reading and then adapts prediction in the light of new information**
- **predicts some key events of a story based on the settings described in the story opening**

Reading behaviours and fluency

- **self-corrects spontaneously and at the point of error**
- **sustains silent reading most of the time**
- sustains interest in longer narratives e.g. *a short chapter book*
- recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response*

Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading:

(in addition to previous terminology) noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma

Evidence of none or just a few of these skills – refer to A0/1/2/3 sheet	Entering (some of these aspects secure, or occasional evidence across most skills) = A3	Developing (many of these aspects secure, or more frequent evidence across most skills) = A4	Securing (most of these aspects secure most of the time) = A5	Deepening (almost all of these aspects secure) = A6	All aspects secure, now going 'broader and deeper' = A+
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

HfL Assessment Criteria for Phase B Steps 1/2/3 (based on curriculum expectations for Year 3)**Reading – across a range of texts**

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

- chapters that are often fairly short and made up of whole pages of text
- storylines/content at an age-appropriate interest level
- books may have a theme as well as plot
- illustrations that are used to break up, rather than to support, text
- more technical vocabulary and less known words but still fairly familiar settings
- sentences that are more complex e.g. re-ordering of information in the sentence (fronted adverbials), time, place and cause expressed using conjunctions, adverbs and prepositions
- characters and settings that are more complex
- some description that implies, rather than states, character feelings and motivations leaving space for inference
- some use of simple figurative language
- time, place and cause are expressed using conjunctions, adverbs and prepositions
- pronouns that are used to replace nouns requiring children to keep tracking their understanding
- non-fiction texts that are placed in a broader context and provide a higher level of detail

Books should be selected that children are able to read accurately and at a speed that is sufficient for children to focus on understanding rather than decoding individual words.

Texts should include, in addition to fairy tales, a selection of myths and/or legends (abridged or heavily illustrated).

Children should be more confident in choosing their own books. They should begin to have developed a favourite author or type of book. They should be able to sustain their reading on their own.

Assessment should take place mostly through spoken language, including drama, with some responses to text through writing and drawing.

Vocabulary

- **identifies new vocabulary and sentence structure and discusses to develop understanding**
- identifies and understands meanings of a wide range of conjunctions used to link events together
- identifies a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc

Retrieving

- **refers back to the text for evidence when explaining**
- **extracts information from tables and charts**
- **recognises some different forms of poetry**
- **retrieves information from text where there is competing (distracting) information**
- **uses contents pages and indexes to locate, retrieve and record information from non-fiction texts**
- recognises different narrative genres
- notices the difference between 1st and 3rd person accounts
- identifies the conventions of different types of writing e.g. *greetings in a letter/email, diary entries, numbers and headings in instructions*

Inferring

- **suggests reasons for actions and events**
- **infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story**
- **identifies with characters and makes links with own experiences when making judgements about the characters' actions**
- **justifies their views about what they have read**
- **identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?**
- identifies evidence of relationship between characters based on dialogue and behaviour
- analyses the use of language to set scenes, build tension or create suspense
- explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'

Predicting

- **predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct**

Summarising <ul style="list-style-type: none"> • summarises main ideas from a text • begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i> 	Analysing <ul style="list-style-type: none"> • analyses and compares plot structure • recognises the move from general to specific detail Authorial Intent <ul style="list-style-type: none"> • evaluates effectiveness of texts in terms of function, form and language features • identifies how language structure and presentation (<i>font size, bold, calligrams</i>) contribute to meaning Comparing <ul style="list-style-type: none"> • comments on the effect of scene changes e.g. <i>moving from a safe to a dangerous place to build tension</i>
Reading behaviours and fluency <ul style="list-style-type: none"> • asks increasingly informed questions to improve understanding of a text e.g. <i>'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</i> • comments on use of language using terminology including alliteration, rhythm, rhyme, simile • uses dictionaries independently to check meaning of new vocabulary 	
Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology) preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	

Evidence of none or just a few of these skills – refer to Phase A sheets	Entering (some of these aspects secure, or occasional evidence across most skills) = A6 (equivalent to B0)	Developing (many of these aspects secure, or more frequent evidence across most skills) = B1	Securing (most of these aspects secure most of the time) = B2	Deepening (almost all of these aspects secure) = B3
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

HfL Assessment Criteria for Phase B Steps 4/5/6 (based on curriculum expectations for Year 4)**Reading – across a range of texts**

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

- books that demand that the reader can sustain reading
- settings that are less familiar to the child – set in different times, places or cultural contexts
- settings built up using a range of small details and more sustained descriptive passages
- settings that influence character behaviour or shed light on their mood or predicament
- characters that display a range of viewpoints; their behaviour, thoughts and feelings provide scope for comparing and contrasting
- figurative language is more developed and more abstract, for example referring to thoughts and feelings; comparisons do not rely on concrete items
- additional information is given through the use of relative clauses and parenthesis
- variety of formats for showing information in information texts

Books should be selected that children are able to read accurately and at a speed that is sufficient for children to focus on understanding rather than decoding individual words. Wider reading will include a broader range of myths and legends from a range of cultures/periods in history.

Children need to extend their knowledge of authors, whilst not losing their love of favourite authors.

Assessment should take place mostly through spoken language, including drama, with some responses to text through writing and drawing.

Vocabulary

- notes examples of descriptive language and explains the mood or atmosphere they create
- notices key words and phrases used to convey passing of time to introduce paragraphs or chapters
- identifies how specific words and phrases link sections, paragraphs and chapters
- identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed

Retrieving

- recognises the introduction, build-up, climax or conflict and resolution in narrative
- retrieves information from text where there is competing (distracting) information
- identifies a wide range of poetic forms, e.g. *cinquain*, *haiku*, *calligram*, *kenning*
- identifies key words and phrases as evidence when making a point
- identifies the structure and features of a range of non-fiction, narrative and poetry texts.

Summarising

- explains and justifies an opinion on the resolution of an issue/whole narrative
- summarises the main ideas of a non-fiction text

Inferring

- identifies techniques used by the author to persuade the reader to feel sympathy or dislike
- justifies opinions of particular characters
- distinguishes between fact and opinion
- makes deductions about the motives and feelings that might lay behind characters' words
- summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in *The Lion*, *The Witch* and *The Wardrobe* are family and speak and act differently to the class mates in *The Angel of Nitshill Road*'
- comments on the way key characters respond to a problem
- makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected
- explores alternative outcomes to an issue
- analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives
- evaluates texts for their appeal for the intended audience

Retrieving continued

- **analyses how structural and presentational features contribute to purpose in a range of texts.**
- identifies events that are presented in more detail and those that are skimmed over
- identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc
- identifies the way descriptive language and small details are used to build an impression of an unfamiliar place
- identifies figurative and expressive language that builds a fuller picture of a character

Predicting

- predicts on the basis of mood or atmosphere how a character will behave in a particular setting

Analysing

- analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint.
- analyses how poetry is structured and its effect on the reader
- exemplifies the move between generalisations and specific information

Authorial Intent

- **understands how authors use a variety of sentence constructions e.g. *relative clauses to add detail***
- explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them

Comparing

- comments on differences between what characters say and what they do

Reading behaviours and fluency

- **listens to the opinions of others and adjusts own thinking/understanding where appropriate**
- expresses personal preferences regarding the work of significant authors/poets
- explains similarities and differences with own experiences

Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading:

(in addition to previous terminology) determiner, pronoun, possessive pronoun, adverbial

Evidence of none or just a few of these skills – refer to B1/2/3 sheet	Entering (some of these aspects secure, or occasional evidence across most skills) = B3	Developing (many of these aspects secure, or more frequent evidence across most skills) = B4	Securing (most of these aspects secure most of the time) = B5	Deepening (almost all of these aspects secure) = B6	All aspects secure, now going 'broader and deeper' = B+
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

HfL Assessment Criteria for Phase C Steps 1/2/3 (based on curriculum expectations for Year 5)
Reading – across a range of texts

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

- books demanding some resilience of the reader in terms of length and complexity of vocabulary and sentence structure e.g. examples of sentences with multiple subordinate clauses
- modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles)
- titles by classical children’s authors
- chapters that are less likely to have a heading and are much longer
- writing that demands that the reader understands meaning beyond the literal and can pick up significant ‘clues’ in the text
- less familiar genres across fiction, non-fiction and poetry (suspense, discursive texts, ballads)
- more challenging contexts – historical, other places, range of cultural perspectives
- precise use of technical vocabulary in non-fiction
- non-linear narratives - stories with shifts in time or voice, parallel plots, stories within stories, dream immersion
- sustained imagery (extend metaphor, recurring symbolism) that sheds light on characters, mood, atmosphere or are thematic
- scope for inference to be drawn through character and setting clues
- full range of punctuation used, including quite sophisticated marks e.g. colon, semi-colon

Books should be selected from an increasingly wide range of fiction, non-fiction, poetry, plays, non-fiction and reference books or textbooks. Wider reading will draw upon a range of modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles) and titles by classical children’s authors.

Children show increasing independence in their choice of reading. They may need support to be introduced to books that will challenge them and extend their skills.

Assessment should take place through a variety of approaches, including spoken language, drama, writing, drawing etc.

<p>Vocabulary</p> <ul style="list-style-type: none">• uses a range of strategies to identify the meaning of new vocabulary• identifies examples of effective description that evoke time or place commenting both on word and sentence choice• notes words and phrases in pre twentieth century writing which have changed their meaning over time <p>Retrieving</p> <ul style="list-style-type: none">• comments on use of language using terminology including onomatopoeia, metaphor, personification• notes how cohesion is achieved in different ways• identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader• retrieves information, referring to more than one place in the text, and where there is competing (distracting) information• identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.	<p>Inferring</p> <ul style="list-style-type: none">• provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text• recognises that characters may have different perspectives in the story• considers the time and place where a story is set and looks for evidence of how that affects characters’ behaviour and/or plot development• explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text• summarises ideas across paragraphs, identifying key details that support the main ideas• identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this• analyses characters’ appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes• identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context• shows understanding through emphasis, intonation and volume when performing
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Retrieving continued

- identifies how an author varies pace by using direct or reported speech at different points in a story
- comments on how a character is built and presented, referring to dialogue, action and description**
- retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text
- identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader!

Summarising

- summarises main ideas from more than one text to support note taking**
- analyses information from tables and charts and can incorporate this information into a summary of the whole text

Predicting

- identifies whether changes in characters met or challenged the reader's expectations

Analysing

- analyses the structure of more complex non-linear texts (fiction and non-fiction / print or electronic) *e.g. stories with flashbacks or other time shifts; hyperlinked web pages*
- analyses paragraph structures in similar texts noting and commenting on similarities and differences

Authorial Intent

- recognises the style of different authors and recognises their intended audience

Comparing

- identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue**
- checks whether viewpoint changes in the story

Reading behaviours and fluency

- refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further**
- uses technical and other terms needed for discussing what they hear and read e.g. *metaphor, simile, analogy, imagery, style and effect*
- justifies personal response to particular texts and characters with evidence

Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading:

(in addition to previous terminology) modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Evidence of none or just a few of these skills – refer to Phase B sheets	Entering (some of these aspects secure, or occasional evidence across most skills) = B6 (equivalent to C0)	Developing (many of these aspects secure, or more frequent evidence across most skills) = C1	Securing (most of these aspects secure most of the time) = C2	Deepening (almost all of these aspects secure) = C3
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

HfL Assessment Criteria for Phase C Steps 4/5/6 (based on curriculum expectations for Year 6)

Reading – across a range of texts

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

- o titles that are playful with genre conventions e.g. parody
- o a range within a given non-fiction genre to support analysis of text-type conventions
- o non-fiction texts of increasing sophistication (for example sustained use of impersonal language, some use of the passive voice or subjunctive mood)
- o increasingly technical vocabulary that requires the use of context and deduction to retain sense and meaning (together with appropriate use of dictionary/internet)
- o books demanding more resilience of the reader in terms of length and complexity of vocabulary and sentence structures, and passages made up of sentences with multiple subordinate clauses
- o books with increasingly complex structures and mature themes (for example cyclical tales, bittersweet memoirs)
- o more sustained imagery (allegory, foreshadowing, mirroring) that prompts reflection
- o greater scope for inference to be drawn through character and setting clues
- o deliberate use of ambiguity that support speculation

Books should be selected from an increasingly wide range of fiction, non-fiction, poetry, plays, non-fiction and reference books or textbooks. Texts will include modern fiction, fiction/poetry from our literary heritage (including pre-twentieth century titles) and from other cultures and traditions.

Children show increasing independence in their choice of reading. They may need support to be introduced to books that will challenge them and extend their skills.

Assessment should take place through a variety of approaches, including spoken language, drama, writing, drawing etc.

Vocabulary

- **analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc**
- notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. *where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'*

Retrieving

- **retrieves information, referring to more than one place in the text, and where there is competing (distracting) information**
- recognises how the author of non-fiction texts expresses, sequences and links points
- explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading
- considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage
- identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups

Inferring

- **draws reasoned conclusions from non-fiction texts which present differences of opinion**
- **analyses why and how scene changes are made and how they affect characters and events**
- **distinguishes between implicit and explicit points of view**
- **identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text**
- **provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres**
- **explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.**
- explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader
- identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. *in parody*

Predicting

N/A

Summarising

- summarises competing views
- analyses dialogue at certain points in a story and summarises its purpose e.g. *to explain plot, show character and relationships, convey mood or create humour*
- discusses main ideas from a text within a group and summarises the discussion

Analysing

- justifies personal response to narratives with suitable expansion e.g. *whether it was believable, whether dilemmas were resolved satisfactorily*
- identifies how authors use a range of narrative structures e.g. *stories within stories, flashbacks* and can demonstrate understanding by re-telling/writing the narrative using a different structure

Authorial Intent

- justifies agreement or disagreement with narrator's point of view when evaluating a text

Comparing

- explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. *'I didn't like this character at the beginning because but now I understand why*

Reading behaviours and fluency

- generates open questions to explore a range of possibilities and justifies responses in relation to the text
- expresses and justifies personal preferences regarding significant authors/poets

Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading:

(in addition to previous terminology) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Evidence of none or just a few of these skills – refer to C1/2/3 sheet	Entering (some of these aspects secure, or occasional evidence across most skills) = C3	Developing (many of these aspects secure, or more frequent evidence across most skills) = C4	Securing (most of these aspects secure most of the time) = C5	Deepening (almost all of these aspects secure) = C6	All aspects secure, now going 'broader and deeper' = C+
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

HfL Assessment Criteria - Moving Beyond Phase C

Reading – across a range of texts

Vocabulary

- Identifies different layers of meaning and attempts to explore the links created , e.g. *associations arising from vocabulary choice in imagery; connotations arising from a persuasive speech*

Retrieving

- identifies and explains how features of layout help to locate information, or guide the reader across print and electronic text types texts

Summarising

- summarises complex plots
- uses selective quotation and identifies specific detail from across a text/texts to support main ideas or argument; summarises these effectively
- discusses how the contexts in which texts are written and read affect meaning, for example how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time

Inferring

- uses deduction and inference by drawing on evidence across larger sections of the text sometimes referring to events in an earlier chapter
- develops responses to texts by speculating, formulating hypotheses and moving beyond initial thoughts and ideas; challenges own perceptions and considers alternative points of view
- considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage and, with support, can consider how readers at the time may have interpreted the text differently

Predicting

N/A

Analysing

- identifies how a line of argument develops
- recognises the usefulness of statistics, quotations and how these might be subject to bias or selective interpretation
- demonstrates that conclusions are based on evidence e.g. *can explain how an author has come to adopt a particular viewpoint*
- comments critically on different parts of the writing e.g. what wasn't necessary, credibility in plotting

Authorial Intent

- identifies devices and vocabulary choices that provide emphasis or commentary and understands how this reinforces the writer's viewpoint , e.g. *repetition across a text, the use of quotation marks for ironic effect or to create distance*
- explains what the author wants the reader to think quoting text as appropriate to justify viewpoint
- comments on how features relating to organisation at a text level contribute to the effects achieved , for example the use of analogy, the build up to a twist in the tale, the use of rhythm or rhyme in poetry

Comparing

- discusses themes and motives within the text and takes note of how they are developed

Reading behaviours and fluency

- uses technical terms to indicate, discuss and evaluate vocabulary choice, sentence construction and the use of figurative language (word classes, units of meaning, poetic devices)