**Trinity St Mary’s C of E Primary School**

**Reading Assessment Checklist**

These reading checklists link directly to the expectations set out in the English National Curriculum for Reading. To help with accurate assessment, they are split into:

* **Working Towards** the Expected Standard
* **Working at** the Expected Standard
* **Working at Greater Depth** Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group’s aims. The criteria for Working Towards the Expected Standard in one-year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group’s National Curriculum expectations.

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils’ skills, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or reading targets.

You can make ‘best fit’ judgements by ticking and dating relevant criteria as each child progresses throughout a term or school year. It is important that the statements are only ticked off when they are being seen regularly (**fully embedded**) and that the work is independent. The statements within the checklists are set out in colour-coded boxes: **green** for word reading and **purple** for comprehension.

**Working Towards the Expected Standard: Working Towards the Expected Standard:**

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| **The pupil(s) can:** |  |
| read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. \* |  |
| read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).\* |  |
| read many common exception words. \* |  |
| read aloud many words quickly and accurately without overt sounding and blending in texts closely matched to  the same GPCs. |  |
| sound out many unfamiliar words accurately in texts closely matched to the same GPCs. |  |
| answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher. |  |

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| **The pupil(s) can:** |  |
| read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. \* |  |
| read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).\* |  |
| read many common exception words. \* |  |
| read aloud many words quickly and accurately without overt sounding and blending in texts closely matched  to the same GPCs. |  |
| sound out many unfamiliar words accurately in texts closely matched to the same GPCs. |  |
| answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher. |  |

**Working at the Expected Standard: Working at the Expected Standard:**

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| **The pupil(s) can:** |  |
| read accurately most words of two or more syllables. |  |
| read most words containing common suffixes. \* |  |
| read most common exception words. \* |  |
| read words accurately and fluently without overt sounding and blending,  e.g. at over 90 words per minute, in age-appropriate texts. |  |
| sound out most unfamiliar words accurately, without undue hesitation. |  |
| check a familiar text, which they can read accurately and fluently, makes sense to them. |  |
| answer questions and make some inferences on the basis of what is being said and done in a familiar text. |  |

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| **The pupil(s) can:** |  |
| read accurately most words of two or more syllables. |  |
| read most words containing common suffixes. \* |  |
| read most common exception words. \* |  |
| read words accurately and fluently without overt sounding and blending,  e.g. at over 90 words per minute, in age-appropriate texts. |  |
| sound out most unfamiliar words accurately, without undue hesitation. |  |
| check a familiar text, which they can read accurately and fluently, makes sense to them. |  |
| answer questions and make some inferences on the basis of what is being said and done in a familiar text. |  |

**Working at Greater Depth within the Expected Standard: Working at Greater Depth within the Expected Standard:**

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| **The pupil(s) can:** |  |
| make inferences on the basis of what is said and done in a text they can read independently. |  |
| predict what might happen on the basis of what has been read so far in a text they can read independently. |  |
| make links between the text they are reading and other texts they have read (in texts that they can read independently). |  |

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| **The pupil(s) can:** |  |
| make inferences on the basis of what is said and done in a text they can read independently. |  |
| predict what might happen on the basis of what has been read so far in a text they can read independently. |  |
| make links between the text they are reading and other texts they have read (in texts that they can read independently). |  |