

Reading at St Paul's



Reading allows our pupils to enter a world of imagination, adventure, fantasy, facts, instructions, poetry and so much more. It is a life skill that opens doors to the world. A St Paul's reader will develop the skills of decoding, fluency, inference, prediction and retrieval. They will be exposed to the etymology and morphology of words. As well as teaching the key skills, it is the aim of staff and the school community to foster a love of reading in our pupils that will last a lifetime.

EYFS			
Decoding	Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Continue a rhyming string. Say a sound for each letter in the alphabet and at least 10 digraphs. Segment the sounds in simple words and blend them together and know which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately.	Inference	Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.
Range of Reading	Show interest in illustrations and print in books and print in the environment. Look and handle books independently (holds books the correct way up and turns pages). Read books that are consistent with phonic knowledge, including some common exception words.	Prediction	Anticipate key events in stories. Suggest how a story might end.
Familiarity of texts.	Begin to break the flow of speech into words. Begin to read words and simple sentences. Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters.	Authorial Intent	Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Poetry and Performance	Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves effectively, showing awareness of listeners' needs.	Non-Fiction	Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.
Word Meanings	Recognise familiar words and signs such as own name and advertising logos. Ascribe meanings to marks that they see in different places. Read and understand simple sentences. Include opportunities to use and embed new words in a range of contexts. Use a rich range of vocabulary and language structures when talking. Use taught vocabulary.	Discussing Reading	Enjoy an increasing range of books. Follow a story without pictures or props. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.
Understanding	Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes.	Decodable Books	These will be matched closely to a child's phonics level.

EYFS – Reading Assessment

Decoding	☐ I can identify rhyming patterns and structures. ☐ I can join in with patterned dialogue and text. ☐ I can identify initial sounds and unfamiliar words. ☐ I can blend CVC words. ☐ I can control one-to-one matching (Grapheme-phoneme correspondence) ☐ I can use phonic knowledge to sound out unfamiliar words.	Inference	☐ I can begin to understand ‘why’ and ‘how’ questions.
Range of Reading	☐ I can remain focused and engaged when looking and reading books. ☐ I can articulate what I am finding interesting in the book. ☐ I can track the words/lines with my finger.	Prediction	☐ I can make predictions about what might happen to the main characters. ☐ I can predict how the main characters might act/think/feel. ☐ I can predict what will happen next in the story.
Familiarity of texts.	☐ I can read key words and simple sentences. ☐ I can predict what might happen next in the story. ☐ I can predict the next part of the rhyme/pattern in the text. ☐ I can describe where the story is set, who the main characters are and describe the main events.	Authorial Intent	☐ I can read repetitive words/phrases and discuss their meanings.
Poetry and Performance	☐ I can listen to and join in with stories and poems, one-to-one and also in small groups. ☐ I can use intonation, rhythm and phrasing to make the meaning clear to others. ☐ I can use the structure of a simple story to retell and re-enact.	Non-Fiction	☐ I can understand that information can be relayed in the form of print. ☐ I know that information can be retrieved from books and computers.
Word Meanings	☐ I can read repetitive words and high frequency words.	Discussing Reading	☐ I can recall events and characters actions in my favourite stories. ☐ I can remember an event in a story or a fact from an information book. ☐ I can notice patterns in books by the same author. ☐ I can notice rhyming patterns in different books.
Understanding	☐ I can understand that different texts have different meanings e.g. identifying humour, sadness, kindness, fact etc.	Decodable Books	

Year 1			
Decoding	– apply phonic knowledge to decode words – speedily read all 40+ letters/groups for 40+ phonemes – read accurately by blending taught GPC – read common exception words – read common suffixes (-s, -es, -ing, -ed, etc.) – read multisyllable words containing taught GPCs – read contractions and understanding use of apostrophe – read aloud phonically-decodable texts	Inference	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
Range of Reading	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Encouraged to link what they read or hear read to their own experiences.	Prediction	Predict what might happen on the basis of what has been read so far or implied.
Familiarity of texts.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases.	Authorial Intent	Explain how a writer creates particular effects on readers e.g. humour, sadness.
Poetry and Performance	Learn to appreciate rhymes and poems, and to recite some by heart.	Non-Fiction	Discuss that non-fiction books are factual.
Word Meanings	Discuss word meanings, linking new meanings to those already known.	Discussing Reading	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
Understanding	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Decodable Books	These will be matched closely to a child's phonics level.

Year 1 – Reading Assessment

Decoding	☐ I can say quickly the sound of all the letters and letter groups. ☐ I can read new words correctly by blending the letter and letter group sounds I have been taught. ☐ I can read some common exception words and see where the letter sounds are different. ☐ I can use letter sounds to work out and read new words. ☐ I can read words made up of the letter sounds I know and which have the endings: -s, -es, -ing, -ed, -er and -est. ☐ I can read words of more than one syllable using sounds that I have been taught. ☐ I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.	Inference	☐ I can discuss the significance of the title and events. ☐ I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.
Range of Reading	☐ I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. ☐ I can link stories to my own experiences.	Prediction	☐ I can say what might happen next in a story. ☐ I can predict what might happen next from the illustrations and the text.
Familiarity of texts.	☐ I can recognise and join in with predictable phrases. ☐ I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.	Authorial Intent	☐ I can explain how a writer creates particular effects on readers e.g. humour, sadness. ☐ I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.
Poetry and Performance	☐ I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. ☐ I can enjoy and understand rhymes and poems, and can recite some by heart.	Non-Fiction	☐ I can tell what a non-fiction book is and identify facts. ☐ I can explain why authors might use charts and diagrams.
Word Meanings	☐ I can begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense. ☐ I can explain the meaning of words that I know and I can talk about the meaning of new words. ☐ I can use the pictures and words to clarify meaning.	Discussing Reading	☐ I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. ☐ I can make choices about the books I like and explain why.
Understanding	☐ I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading. ☐ I can usually spot if a word has been read wrongly by following the sense of the text.	Decodable Books	

Year 2			
Decoding	– secure phonic decoding until reading is fluent – read accurately by blending, including alternative sounds for graphemes – read multisyllable words containing these graphemes – read common suffixes – read exception words, noting unusual correspondences – read most words quickly & accurately without overt sounding and blending	Inference	Make inferences on the basis of what is being said and done and by asking and answering questions.
Range of Reading	Listen to, discuss and express 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.	Prediction	Predict what might happen on the basis of what has been read so far.
Familiarity of texts.	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	Authorial Intent	Discuss effective strategies used by the author to attract the reader's attention. Identify how words/phrases have been used to create effects, e.g. humour, atmosphere.
Poetry and Performance	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Non-Fiction	Introduce to non-fiction books that are structured in different ways.
Word Meanings	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	Discussing Reading	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Understanding	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Decodable Books	These will be matched closely to a child's phonics level.

Year 2 – Reading Assessment (KS1 TAF statements are in bold)

Decoding	☐ I can read accurately words of two or more syllables that contain the same graphemes as above ☐ I can read words containing common suffixes ☐ I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. ☐ I can read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered (i.e. at over 90 words a minute) ☐ I can sound out most unfamiliar words accurately, without undue hesitation. ☐ I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ☐ I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Inference	☐ I can make inferences on the basis of what is being said and done and by asking and answering questions. ☐ I can deduce what a character might be thinking, using both text and pictures. ☐ I can generate questions before reading and later retrieve specific answers to my questions.
Range of Reading	☐ I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.	Prediction	☐ I can make a plausible prediction as to what might happen on the basis of what has been read so far.
Familiarity of texts.	☐ I can become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ☐ I can recognise simple recurring literary language in stories and poetry.	Authorial Intent	☐ I can discuss effective strategies used by the author to attract the reader’s attention. ☐ I can identify how words/phrases have been used to create effects, e.g. humour, atmosphere.
Poetry and Performance	☐ I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently. ☐ I can continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Non-Fiction	☐ I know that a non-fiction book is structured in different ways.
Word Meanings	☐ I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. ☐ I can discuss my favourite words and phrases.	Discussing Reading	☐ I can make links between the book I am reading and other books I have read. ☐ I can consider parallels between story characters problems and real life examples. ☐ I can discuss the sequence of events in books and how items of information are related.
Understanding	☐ I can check that the text makes sense to me as I read and correct any inaccurate reading. ☐ I can explain what has happened so far. ☐ I can draw on what I already know or on background information and vocabulary provided by the teacher.	Decodable Books	

Year 3			
Decoding	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes.	Prediction	Predict what might happen from details stated and implied.
Familiarity of texts.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books.	Authorial Intent	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning.
Poetry and Performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Non-Fiction	Retrieve and record information from non-fiction.
Word Meanings	Use dictionaries to check the meaning of words that they have read.	Discussing Reading	Respond to issues raised in a text and locate evidence that reflects the issues. Take part in discussions about different texts and consider how they comment on our world.
Understanding	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarising these		

Year 3 - Reading Assessment

Decoding	☐ I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words. ☐ I can read further exception words including words that do not follow spelling patterns.	Inference	☐ I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ☐ I can ask questions about the texts that I have read to help me understand them. ☐ I can work out what a character in a book is feeling by the actions they take and can explain how I know.
Range of Reading	☐ I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ☐ I can read books that are structured in different ways and read for a range of purposes. ☐ I can show that I enjoy reading by reading lots of different types of books.	Prediction	☐ I can predict what might happen from details stated and implied.
Familiarity of texts.	☐ I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ☐ I can identify themes and conventions in a wide range of books.	Authorial Intent	☐ I can discuss words and phrases that capture the reader's interest and imagination ☐ I can identify how language, structure, and presentation contribute to meaning. ☐ I can tell someone about the main ideas in a paragraph. ☐ I can find extracts of evidence to show how an author uses cohesive techniques. ☐ I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
Poetry and Performance	☐ I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ☐ I can read aloud poems and performing play scripts.	Non-Fiction	☐ I can use non-fiction texts to find out information on a subject. ☐ I can retrieve and record information from non-fiction texts. ☐ I know the difference between fact and opinion in a non-fiction text.
Word Meanings	☐ I can use dictionaries to check the meaning of words that I have read. ☐ I can orally recount the events of the book I am reading ☐ I can understand what I have read, checking that it makes sense by talking to others about it. ☐ I can discuss words in the books that I read that excite me.	Discussing Reading	☐ I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work. ☐ I can respond to issues raised in a text and locate evidence that reflects the issues. ☐ I can take part in discussions about different texts and consider how they comment on our world. ☐ I can talk about books and poems and I can take turns in telling people about them.
Understanding	☐ I can check a text makes sense and discuss the meaning of words in context. ☐ I can ask questions to improve my understanding of a text. ☐ I can identify main ideas drawn from more than one paragraph and summarise these. ☐ I can find evidence of language that enables the reader to visualise scenes in a		

	narrative.	
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Year 4			
Decoding	Can read age appropriate texts with a good level of fluency and stamina. Can use a range of strategies to decode unfamiliar words. Use a range of punctuation to add meaning to what they are reading.	Inference	Describe the actions of characters in a text and begin to explain them, in the context of the narrative. Make inferences about characters' actions in a story based on evidence from the text. Empathise with a character's motives and behaviours.
Range of Reading	Is able to choose books that they enjoy and will challenge them. Use reading as a tool to support other aspects of learning.	Prediction	Make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.
Familiarity of texts.	Recognise similarities and differences between texts structured in different ways. Uses their broad reading experiences to compare books by the same author or on a similar theme.	Authorial Intent	Identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc Identify language used to create atmosphere and discuss why this language has been chosen. Discuss how the use of different sentence types changes the meaning of a passage.
Poetry and Performance	Is familiar with different types of poetry e.g Confidently reads a range of texts aloud, considering intonation, tone, volume and actions. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	Non-Fiction	Explain how paragraphs have been used to organise a text. Explain how the format and presentation of a text impacts on the reader.
Word Meanings	Give meaning to new language using the context in which it appears. To identify any word derivatives to aid word meaning.	Discussing Reading	Respond orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion.
Understanding	Choose skillful questions to improve their understanding of the text.		

Year 4 - Reading Assessment			
Decoding	☐ I can read age appropriate texts with a good level of fluency and stamina. ☐ I can use a range of strategies to decode unfamiliar words. ☐ I can use a range of punctuation to add meaning to what I am reading. ☐ I can use my understanding of root words, prefixes (including re- , sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words. ☐ I can read and decode further exception words accurately, including words that do not follow spelling patterns.	Inference	☐ I can describe the actions of characters in a text and begin to explain them, in the context of the narrative. ☐ I can make inferences about characters' actions in a story based on evidence from the text. ☐ I can empathise with a character's motives and behaviours and can show you the parts of the text that tell me this.
Range of Reading	☐ I can choose a wide range of books that I enjoy and will challenge me. ☐ I can use reading as a tool to support other aspects of learning. ☐ I can show that I enjoy reading by reading lots of different types of books and for different reasons.	Prediction	☐ I can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. ☐ I can tell from what I have read how a character is feeling and thinking and why they carry out an action.
Familiarity of texts.	☐ I can recognise similarities and differences between texts structured in different ways. ☐ I can use my broad reading experiences to compare books by the same author or on a similar theme.	Authorial Intent	☐ I can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc ☐ I can identify language used to create atmosphere and discuss why this language has been chosen. ☐ I can discuss how the use of different sentence types changes the meaning of a passage or the cohesion. ☐ I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.
Poetry and Performance	☐ I can discuss different types of poetry e.g. free verse and narrative poetry. ☐ I can identify different types of poetry e.g. confidently reads a range of texts aloud, considering intonation, tone, volume and actions. ☐ I can demonstrate an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	Non-Fiction	☐ I can explain how paragraphs have been used to organise a text. ☐ I can explain how the format and presentation of a text impacts on the reader. ☐ I can find and record information from non-fiction texts over a wide range of subjects.
Word Meanings	☐ I can give meaning to new language using the context in which it appears. ☐ I can identify any word derivatives to aid word meaning.	Discussing Reading	☐ I can respond orally to texts read to me and those that I have read, showing increasing maturity in the way I engage with the discussion. ☐ I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.
Understanding	☐ I can use a dictionary to check the meaning of words. ☐ I can ask questions to improve my understanding of the text. ☐ I can check what I have read, and that I have understood it, by telling someone else what has happened. ☐ I can ask questions about what I have read to help me understand a complicated text.		

Year 5			
Decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Prediction	Can make developed predictions that are securely rooted in the text.
Familiarity of texts.	Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identify and discuss themes and conventions in and across a wide range of writing.	Authorial Intent	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Poetry and Performance	Is familiar with different types of poetry e.g free verse, haiku, limerick, acrostic, personification etc.	Non-Fiction	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.
Word Meanings	Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum.	Discussing Reading	Recommend books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.
Understanding	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas		

Year 5 - Reading Assessment			
Decoding	☐ I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. ☐ I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list	Inference	☐ I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	☐ I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Prediction	☐ I can make developed predictions that are securely rooted in the text. ☐ I can explain characters' feelings, thoughts or reasons for their actions. ☐ I can predict what might happen in increasingly complex texts by using evidence from the text.
Familiarity of texts.	☐ I can continue to increase my knowledge and familiarity of a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ☐ I can identify and discuss themes and conventions in and across a wide range of writing.	Authorial Intent	☐ I can identify how language, structure and presentation contribute to meaning. ☐ I can talk about how authors use language, including figurative language, and the impact it has on the reader. ☐ I can find extracts of evidence to show how an author uses cohesive techniques.
Poetry and Performance	☐ I know that there are different types of poetry e.g free verse, haiku, limerick, acrostic, personification etc. ☐ I can prepare poems and plays to read aloud and perform. ☐ I can change my voice to make them sound more interesting to listen to and to make the meaning clear.	Non-Fiction	☐ I can distinguish between statements of fact and opinion. ☐ I can retrieve, record and present information from non-fiction
Word Meanings	☐ I can read and understand the meaning of words with prefixes from the Year 5/6 curriculum. ☐ I can read and understand the meaning of words with suffixes from the Year 5/6 curriculum. ☐ I can understand what I am reading by checking the book makes sense and finding the meaning of new words. ☐ I can ask sensible and interesting questions about the texts to help me understand them more.	Discussing Reading	☐ I can recommend books I have read to my peers, giving reasons for my choices. ☐ I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. ☐ I can explain and discuss my understanding of what I have read, including through formal presentations and debates. ☐ I can provide reasoned justifications for my views. ☐ I can write or give a detailed book review including reasons why I would recommend the book.
Understanding	☐ I can check that the book makes sense discussing my understanding and exploring the meaning of words in context. ☐ I can ask questions to improve understanding. ☐ I can summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.		

Year 6			
Decoding	Skim and scan texts to get the general idea of the content of a piece. Read with fluency and understanding.	Inference	Search for simple clues within the text to support 'reading between the lines' Uses clues from action, dialogue and description to interpret meaning. Explain and justify inferences, providing evidence from the text to support reasoning
Range of Reading	Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression Can compare, contrast and evaluate different texts.	Prediction	Make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.
Familiarity of texts.	Provide straightforward explanations for the purpose of the language, structure and presentation of texts. Answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text.	Authorial Intent	Identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc. Comment upon the use and effect of the author's language on the reader.
Poetry and Performance	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.	Non-Fiction	Identify whether statements from a text are fact or opinion. Accurately and selectively summarise main ideas, events, and information from non-fiction.
Word Meanings	Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean.	Discussing Reading	Identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Find and discuss evidence of themes and conventions in different genres and forms of text.
Understanding	Understand that authors write about specific issues to elicit questions from the reader. Identify the main theme in a text, as well as subsidiary themes.		

Year 6 - Reading Assessment (KS2 TAF statements are in bold)

Decoding	☐ I can skim and scan texts to get the general idea of the content of a piece. ☐ I can read with fluency and understanding. ☐ I can read aloud and understand the meaning of ALL the words on the Year 5/6 list.	Inference	☐ I can explain and justify inferences, providing evidence from the text to support reasoning. ☐ I can search for simple clues within the text to support 'reading between the lines' ☐ I can use clues from action, dialogue and description to interpret meaning.
Range of Reading	☐ I can read age-appropriate books with confidence and fluency (including whole novels) ☐ I can read, enjoy, understand and discuss books that are written by different authors, in different styles. ☐ I can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression. ☐ I can compare, contrast and evaluate different texts.	Prediction	☐ I can predict what might happen from details stated and implied. ☐ I can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.
Familiarity of texts.	☐ I can make comparisons within and across books. ☐ I can provide straightforward explanations for the purpose of the language, structure and presentation of texts. ☐ I can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text.	Authorial Intent	☐ I can evaluate how authors use language, including figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc., considering the impact on the reader. ☐ I can understand that authors write about specific issues to elicit questions from the reader. ☐ I can find extracts of evidence to show how an author uses cohesive techniques.
Poetry and Performance	☐ I can read aloud with intonation that shows understanding. ☐ I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart showing understanding through intonation, tone and volume so that the meaning is clear to an audience. ☐ I can show my understanding of texts and poems through presentations and debates. ☐ I can present information using notes I have created to help me focus on the topic in my presentation.	Non-Fiction	☐ I can retrieve information from non-fiction texts. ☐ I can identify whether statements from a text are fact or opinion. ☐ I can accurately and selectively summarise main ideas, events, and information from non-fiction.
Word Meanings	☐ I can work out the meaning of words from the context. ☐ I can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean. ☐ I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. ☐ I can understand how language, structure and presentation contribute to	Discussing Reading	☐ I can find and discuss evidence of themes and conventions in different genres and forms of text. ☐ I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.

	the meaning of a text.		
Understanding	☐ I can summarise main ideas, identifying key details and using quotations for illustration. ☐ I can identify the main theme in a text, as well as subsidiary themes.		

