



# Sutton St James CP School

## Assessment without Levels - Reading Age Expectations for Reception Pupils



Early Years Foundation Stage		
Autumn Term	Spring Term	Summer Term
<p><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Use phonic knowledge, in-line with national expectations, to decode regular words and read them aloud accurately</li> <li>▪ Read designated, common irregular words</li> </ul>	<p><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Use phonic knowledge, in-line with national expectations, to decode regular words and read them aloud accurately</li> <li>▪ Read designated, common irregular words</li> </ul>	<p><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>▪ Read some common irregular words (ELG 9)</li> </ul>
<p><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listen to some stories and show an interest in what has happened</li> <li>▪ Joins in with familiar stories and rhymes</li> <li>▪ With support, to talk about what they have read in an individual or small-group context</li> </ul>	<p><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listen to stories over an increased period of time and be able to answer simple questions about what has happened</li> <li>▪ Joins in with familiar stories, rhymes and poems</li> <li>▪ Demonstrate some understanding when talking with others about what they have read</li> </ul>	<p><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listen to stories accurately anticipating key events (ELG 1)</li> <li>▪ Joins in with familiar stories, rhymes, poems and non-fiction texts</li> <li>▪ Demonstrate understanding when talking with others about what they have read (ELG 9)</li> </ul>
<p><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Read and understand simple words and labels</li> <li>▪ With support, to talk about what they have read in an individual or small-group context</li> </ul>	<p><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Read and understand simple phrases</li> <li>▪ Demonstrate some understanding when talking with others about what they have read</li> </ul>	<p><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Read and understand simple sentences</li> <li>▪ Demonstrate understanding when talking with others about what they have read (ELG 9)</li> </ul>



# Sutton St James CP School

## Assessment without Levels - Reading Age Expectations for Year 1 Pupils



Year 1		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Uses phonic knowledge, in-line with national requirements, to accurately blend sounds in familiar words and unfamiliar words containing known GPCs</li> <li>▪ Accurately read most of the 40+ phonemes</li> <li>▪ Designated common exception words read accurately</li> <li>▪ Reads sentences which are matched to phonic knowledge</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Uses phonic knowledge, in-line with national expectations, to accurately blend sounds in familiar words and unfamiliar words containing known GPCs</li> <li>▪ Accurately read most of the 40+ phonemes</li> <li>▪ Designated common exception words read accurately</li> <li>▪ Reads fluently and confidently books which are matched to phonic knowledge</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Uses phonic knowledge to accurately blend sounds in familiar words and unfamiliar words containing known GPCs</li> <li>▪ Accurately read all 40+ phonemes</li> <li>▪ Some common exception words read automatically</li> <li>▪ Reads fluently and confidently books which are matched to phonic knowledge</li> </ul>
<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and discusses age-appropriate poems, stories and non-fiction texts</li> <li>▪ Selects own stories and explain why they have been chosen</li> <li>▪ Can answer questions about what is read to them</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and discusses age-appropriate poems, stories and non-fiction texts</li> <li>▪ Selects own stories and offers a reasoned explanation</li> <li>▪ Participates in discussion about what is read to them</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and discusses a wide range of poems, stories and non-fiction texts</li> <li>▪ Selects own stories and justifies the selection</li> <li>▪ Participates in discussion about what is read to them and listens to what others have to say</li> </ul>
<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Can answer simple questions about well-known stories</li> <li>▪ Explains information read</li> <li>▪ Can locate simple information within a familiar text</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Recalls familiar and well-known stories</li> <li>▪ Explains information read and link to other parts of the text or page</li> <li>▪ Shows some accuracy when locating information and using textual cues to answer simple literal questions</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Recalls and retells familiar and well-known stories</li> <li>▪ Retell or explain information read and link to other parts of text e.g. pictures</li> <li>▪ Generally accurate in locating information and using textual cues to answer simple literal questions</li> </ul>
<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Can answer targeted questions about why a characters behaves in certain ways</li> <li>▪ To predict what might happen next</li> <li>▪ Identify targeted new and unfamiliar words</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Can explain why a story character behaves in certain ways</li> <li>▪ To predict what might or might not happen next</li> <li>▪ Identify some new and unfamiliar words</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Begin to make simple reasonable inferences from pictures and text linked to own knowledge and experiences</li> <li>▪ Begin to use what has been read to predict what might happen next</li> <li>▪ Identify new and unfamiliar words</li> </ul>
<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ To identify the title and author within fiction texts</li> <li>▪ To know that fiction texts need to be read from the beginning to the end</li> <li>▪ To recognise simple patterns within the fairy-tale genre</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify the title, author and illustrator within fiction texts</li> <li>▪ To know how fiction is ordered differently to non-fiction texts</li> <li>▪ To recognise simple patterns in familiar texts</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify some key features of a text including title and main events</li> <li>▪ Awareness that texts can be structured in a certain order</li> <li>▪ Some awareness of language features used within texts including predictable phrases and rhyme</li> </ul>



# Sutton St James CP School

## Assessment without Levels - Reading Age Expectations for Year 2 Pupils



Year 2		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Keywords read fluently with picture cues being used to attempt unfamiliar words</li> <li>▪ Recognises targeted alternative sounds for graphemes and applies this knowledge when decoding</li> <li>▪ Designated exception words read automatically</li> <li>▪ Reads fluently and automatically books matched to phonic knowledge</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Some words read fluently with appropriate strategies being used to attempt unfamiliar words</li> <li>▪ Recognises some alternative sounds for graphemes and applies this knowledge when decoding</li> <li>▪ Some common exception words read automatically</li> <li>▪ Reads fluently and automatically books matched to phonic knowledge</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Most words read fluently with unfamiliar words attempted through decoding</li> <li>▪ Recognises alternative sounds for graphemes and applies this knowledge when decoding</li> <li>▪ Most common exception words read automatically</li> <li>▪ Reads fluently and automatically books matched to phonic knowledge</li> </ul>
<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to a range of stories, poems, plays and information books</li> <li>▪ Answers questions about a text and comment upon that parts they have liked</li> <li>▪ Recites familiar phrases and simple dialogue with some fluency</li> <li>▪ Answers questions about whole texts</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and can talk about a range of stories, poems, plays and information books</li> <li>▪ Responds to text and can state preferences</li> <li>▪ Can recite sections of poetry with some fluency</li> <li>▪ States their understanding of stories that are read to them</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and discusses a wide range of stories, poems, plays and information books</li> <li>▪ Responds to text discussing preferences with reference to favourite characters and to books with similar themes</li> <li>▪ Appreciates and recites some poems with appropriate intonation</li> <li>▪ Explains and discusses their understanding of books, poems and other texts which are read to them</li> </ul>
<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Some literal understanding of key events within narrative</li> <li>▪ Can identify beginning, middle and end</li> <li>▪ Make some links between events and information</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Generally accurate literal understanding of pages and sections</li> <li>▪ Can sequence the key events in a story</li> <li>▪ Make links between events and information</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Generally accurate literal understanding of whole texts</li> <li>▪ Accurately identifies sequence of events in text</li> <li>▪ Make reasonable links between events and information</li> </ul>
<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Explain what a character is thinking prior to acting</li> <li>▪ Respond to questions about different types of text</li> <li>▪ Predict what a story might be about from title and cover page</li> <li>▪ Identify the meaning of targeted unfamiliar words encountered in reading</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ State a character's view or opinion within the narrative</li> <li>▪ Ask questions about different types of text</li> <li>▪ State what will happen next with justification</li> <li>▪ Identify the meaning of some unfamiliar words encountered in reading</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Make and explain simple reasonable inferences about events and information in texts</li> <li>▪ Ask relevant questions linked to different types of text</li> <li>▪ Make predictions based on the information in the text</li> <li>▪ Identify the meaning of unfamiliar words encountered in reading</li> </ul>
<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify title, author, illustrator and contents page</li> <li>▪ Understand that narrative is read for pleasure and non-fiction for information retrieval</li> <li>▪ Recognises targeted language features within narrative</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify title, author, illustrator, contents page, page numbers and index</li> <li>▪ Understand the key differences between fiction and non-fiction</li> <li>▪ Recognises targeted language features within familiar text</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify some key organisational features of a text</li> <li>▪ Awareness that texts are structured in different ways</li> <li>▪ Recognises language features used within texts including recurring words and phrases for effect</li> </ul>



# Sutton St James CP School

## Assessment without Levels - Reading Age Expectations for Year 3 Pupils



Year 3		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Use of a range of decoding strategies to decode unfamiliar words</li> <li>▪ Targeted common exception words read accurately including those with unusual correspondences between spellings and sounds</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Most words read fluently with unfamiliar words attempted using a range of decoding strategies</li> <li>▪ Some common exception words read accurately including those with unusual correspondences between spellings and sounds</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Most words read fluently with unfamiliar words accurately decoded</li> <li>▪ Most common exception words read accurately including those with unusual correspondences between spellings and sounds</li> </ul>
<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and engages with a range of fiction, poetry, plays and non-fiction books</li> <li>▪ Make choices about reading material and offer reasons for their choice</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and answers questions about a range of fiction, poetry, plays and non-fiction books</li> <li>▪ Make informed choices about reading material and justify reasons for their choice</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and discusses a range of fiction, poetry, plays and non-fiction books</li> <li>▪ Make choices about which text to read based on prior reading experience, identifying themes and conventions within these</li> </ul>
<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Generally accurate understanding of chosen parts of the text</li> <li>▪ Summarises familiar narratives expressing preferences</li> <li>▪ Can recognise targeted conventions within age-appropriate texts</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Generally accurate understanding of parts of text</li> <li>▪ Summarises some of the main ideas within text read</li> <li>▪ Can recognise some conventions within age-appropriate texts</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Generally accurate overall understanding of texts read; both whole and parts of texts</li> <li>▪ Clearly summarise the main ideas within text read</li> <li>▪ Beginning to recognise and locate specific conventions within given texts</li> </ul>
<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Basic recognition of targeted themes across familiar narrative texts</li> <li>▪ Deduce and infer understanding related to familiar narrative character within targeted parts of the text</li> <li>▪ Accurately predict what will happen next within familiar narrative texts</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Basic recognition of targeted themes across familiar narrative texts</li> <li>▪ Deduce and infer understanding within targeted parts of the text</li> <li>▪ Make predictions from details stated within the text</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Basic recognition of simple themes across a range of texts</li> <li>▪ Deduce and infer single points from specific parts of text and explain opinions</li> <li>▪ Make reasonable predictions from details stated in the text</li> </ul>
<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify targeted organisational features of a familiar text</li> <li>▪ Identify favourite passages of the text and state an informed opinion for choices made</li> <li>▪ Answer targeted questions about text structure and presentation</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify targeted organisational features of a text</li> <li>▪ Identify words and phrases that captivate the reader</li> <li>▪ Answer questions about text structure and presentation</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify key organisational features of a text</li> <li>▪ Identifying words and phrases which engage the reader</li> <li>▪ Commenting on general text structure and presentation</li> </ul>



# Sutton St James CP School

## Assessment without Levels - Reading Age Expectations for Year 4 Pupils



Year 4		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Targeted common exception words read accurately including those with unusual correspondence between spellings and sounds</li> <li>▪ Reading aloud with some fluency</li> <li>▪ Discusses how knowledge of targeted root words, prefixes and suffixes supports them in understanding the meaning of new words</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Some common exception words read accurately including those with unusual correspondence between spellings and sounds</li> <li>▪ Reading aloud with fluency</li> <li>▪ Discusses how knowledge of some root words, prefixes and suffixes supports them in understanding the meaning of new words</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Most common exception words read accurately including those with unusual correspondences between spellings and sounds</li> <li>▪ Reading aloud demonstrates fluency and expression</li> <li>▪ Discusses how knowledge of root words, prefixes and suffixes supports them in understanding the meaning of new words</li> </ul>
<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and can answer questions about a range of fiction, poetry, plays and non-fiction books</li> <li>▪ Understands that they have favourites texts types but that others may have different preferences</li> <li>▪ Offers an opinion on characters' feelings, thoughts and motives within a familiar text</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and discusses a range of fiction, poetry, plays and non-fiction books</li> <li>▪ Declares personal preferences for writers and types of overall text</li> <li>▪ Offers a reasoned opinion on characters' feelings, thoughts and motives within a familiar text</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Listens to and discusses a wide range of fiction, poetry, plays and non-fiction books</li> <li>▪ Declares and justifies personal preferences for writers and types of overall text</li> <li>▪ Offers personal opinion on characters' feelings, thoughts and motives from their actions, justifying with evidence</li> </ul>
<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Able to locate specific information from different parts of the text</li> <li>▪ Summarise the main ideas within a familiar text</li> <li>▪ Awareness and identification of simple conventions used across a range of texts</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Some understanding of texts read and able to locate specific information from different parts of the text</li> <li>▪ Summarise the main ideas within specific chapters and paragraphs</li> <li>▪ Awareness and identification of targeted conventions used across a range of texts</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Clear understanding of texts read and able to locate information from different parts of the text</li> <li>▪ Clearly summarise the main ideas within specific chapters and paragraphs</li> <li>▪ Awareness and identification of some different conventions used across a range of texts</li> </ul>
<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Targeted comparisons made between different texts within the same genre type</li> <li>▪ To express opinions about characters, plot, setting and motives</li> <li>▪ Make simple predictions from details implied or deduced from the text</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Comparisons made between different texts</li> <li>▪ To use sections of text to justify opinions about characters and plot</li> <li>▪ Make predictions from details implied or deduced from the text</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Simple themes identified within similar texts</li> <li>▪ Deduce and infer information and provide evidence from the text to support opinions</li> <li>▪ Make reasonable predictions from details implied or deduced from the text</li> </ul>
<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Comment on why authors use certain types of language and not others</li> <li>▪ Commenting on targeted aspects of text structure and presentation features</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify and provide simple reasons for authors' language choices which engage the reader</li> <li>▪ Commenting on some specific aspects of text structure and presentation features</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify and provide reasons for authors' language choices which engage the reader</li> <li>▪ Commenting on specific aspects of text structure and presentation features</li> </ul>



# Sutton St James CP School

## Assessment without Levels - Reading Age Expectations for Year 5 Pupils



Year 5		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Effectively uses a range of reading strategies to appropriately access targeted types of text</li> <li>▪ Applies knowledge of targeted root words, prefixes and suffixes in understanding the meaning of words</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Effectively uses a range of reading strategies to appropriately access some different types of text</li> <li>▪ Applies knowledge of some root words, prefixes and suffixes in understanding the meaning of words</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Effectively uses a range of reading strategies to appropriately access different types of text</li> <li>▪ Applies knowledge of root words, prefixes and suffixes in understanding the meaning of words</li> </ul>
<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Reads outside, as well as in school, for pleasure and information</li> <li>▪ Reads a range of fiction, poetry, plays and non-fiction books</li> <li>▪ Can use title, author, blurb and prior knowledge to express an opinion about a text's suitability</li> <li>▪ Can articulate why they have enjoyed a text, or not, using examples from the text</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Reads frequently, outside as well as in school, for pleasure and information</li> <li>▪ Reads and discusses a range of fiction, poetry, plays and non-fiction books</li> <li>▪ Can skim unfamiliar texts and express an opinion about suitability</li> <li>▪ Can clearly articulate why they have enjoyed a text, or not, using examples from the text</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Reads widely and frequently, outside as well as in school, for pleasure and information</li> <li>▪ Reads and discusses a wide range of fiction, poetry, plays and non-fiction books</li> <li>▪ Decides on the quality and effectiveness of a text by skimming to gain an impression</li> <li>▪ Recommend books that they have read and give reasons for their choices</li> </ul>
<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Can locate key information within a page or paragraph to answer questions</li> <li>▪ Summarise some of the main and supporting ideas within specific chapters and paragraphs</li> <li>▪ Recognise targeted conventions used across particular text types</li> <li>▪ Identify the purpose of targeted texts</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Move across a text in order to locate information to answer questions</li> <li>▪ Summarise the main and supporting ideas within specific chapters and paragraphs</li> <li>▪ Recognise some of the key conventions used across particular text types</li> <li>▪ Identify the purpose of different texts</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Move easily across a text in order to locate information to answer questions</li> <li>▪ Accurately summarise the main and supporting ideas within specific chapters and paragraphs</li> <li>▪ Recognise the key conventions used across particular text types</li> <li>▪ Accurately identify the purpose of different texts</li> </ul>
<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Themes usually supported with direct evidence from the texts</li> <li>▪ Inferred understanding is usually supported with relevant information from the text</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Themes supported with direct evidence from the texts</li> <li>▪ Inferences usually based on evidence from different points in the text and account for the majority of facts and opinions</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Themes identified and supported with evidence from the texts</li> <li>▪ Inferences based on evidence from different points in the text and account for facts and opinions</li> </ul>
<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Awareness that different writers have different points of view</li> <li>▪ Some organisational features identified, including those related to specific text forms</li> <li>▪ To use own words to explain most language features within a text or narrative</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Awareness of targeted writers' viewpoint</li> <li>▪ Most organisational features identified, including those related to specific text forms</li> <li>▪ Begin to use targeted technical vocabulary to explain most language features</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Awareness of writers' viewpoint</li> <li>▪ Main organisational features identified, including those related to specific text forms</li> <li>▪ Begin to use technical vocabulary to explain language features</li> </ul>



# Sutton St James CP School

## Assessment without Levels - Reading Age Expectations for Year 6 Pupils



Year 6		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Effectively use targeted reading strategies to appropriately access chosen types of text</li> <li>▪ Accurately applies some knowledge of morphology and etymology to gain meaning of some new words</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Effectively use a range of reading strategies to appropriately access chosen types of text</li> <li>▪ Accurately applies some knowledge of morphology and etymology to gain meaning of new words</li> </ul>	<p style="text-align: center;"><b>Word Reading including Decoding of Text</b></p> <ul style="list-style-type: none"> <li>▪ Effectively use a range of reading strategies to appropriately access different types of text</li> <li>▪ Accurately applies knowledge of morphology and etymology to gain meaning of new words</li> </ul>
<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Responds to literature identifying how the text has affected the reader and provide a justification for their views</li> <li>▪ Discusses books, building on their own ideas</li> <li>▪ Discusses reading, with a focus on the main topic or theme</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Responds to literature identifying how and why the text has affected the reader and provide a justification for their views</li> <li>▪ Discusses books, building on their own and others' ideas</li> <li>▪ Discusses reading, maintaining a focus on the topic or theme</li> </ul>	<p style="text-align: center;"><b>Engagement with a Range of Texts</b></p> <ul style="list-style-type: none"> <li>▪ Articulates personal responses to literature identifying how and why the text affects the reader, providing reasoned justifications for their views</li> <li>▪ Participates in discussion about books, building on their own and others' ideas and challenging</li> <li>▪ Explains and discusses reading through debates and presentations maintaining a focus on the topic</li> </ul>
<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Move across a text in order to compare and locate information</li> <li>▪ Summarise relevant points and supporting ideas across specific paragraphs, chapters or texts</li> <li>▪ Recognise some key conventions across all text types</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Move across and between texts in order to compare and locate information</li> <li>▪ Summarise the most relevant points and supporting ideas across specific paragraphs, chapters or texts</li> <li>▪ Recognise the majority of key conventions across all text types</li> </ul>	<p style="text-align: center;"><b>Literal Understanding and Information Retrieval</b></p> <ul style="list-style-type: none"> <li>▪ Move easily across and between texts in order to compare and locate information</li> <li>▪ Accurately summarise the most relevant points and supporting ideas across specific paragraphs</li> <li>▪ Recognise the key conventions used across all text types</li> </ul>
<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Understand that text can have different meanings</li> <li>▪ Inferences and deduction based on some evidence within the main text</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Identify more than one meaning within text providing appropriate evidence</li> <li>▪ Inferences and deduction based on evidence within the targeted text</li> </ul>	<p style="text-align: center;"><b>Inferential Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify different layers of meaning within text, possibly suggesting multiple themes</li> <li>▪ Inferences and deduction based on evidence across the text</li> </ul>
<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Identify the key difference between first and third person accounts within different text types</li> <li>▪ Identify some organisational features used by the author to engage and provide specific information to the reader</li> <li>▪ Use targeted technical language to explain authors' choice of language</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Awareness that characters within text can have a range of viewpoints and that sometimes authors will write from more than one viewpoint</li> <li>▪ Identify most organisational features used by the author to engage and provide specific information to the reader</li> <li>▪ Use technical language to explain authors' choice of language</li> </ul>	<p style="text-align: center;"><b>Authorial Intent, Author's use of Language and Presentational Features</b></p> <ul style="list-style-type: none"> <li>▪ Awareness of different viewpoints within texts</li> <li>▪ Identify the organisational features used by the author to engage and provide specific information to the reader</li> <li>▪ Accurately use technical language to explain authors' choice of language</li> </ul>