Abbey School

Reading – End of year key performance indicators

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word level	Can read 100 HFW on sight and understand the meaning of 90% of the words. Secure in phase 5 phonics. Can read 'Orange/Turquoise' with 95% accuracy. Can discuss word meanings.	Can read 200 HFW on sight and understand the meaning of 90% of the words (Light Green fans Philip Webb). Secure in phase 6 Phonics. Can read 'GOLD' band books fluently with 95% accuracy. Can identify word families accurately within context.	Can read and understand all the words in App 1 of the English National Curriculum, including prefixes and suffixes. (75% accuracy) Can read and work out the meaning of a word from the context in age-appropriate texts with fluency and accuracy (95% accuracy)	Can read and understand all the words in App 1 of the English National Curriculum (100% accuracy) Can apply a growing knowledge of root words, prefixes and suffixes to work out the meaning of new words they meet within context (100% accuracy) To read fluently an increasing range of text types with fluency and accuracy at an age appropriate level. (95% accuracy)	Can read and understand all the words in App 1 , page 71 of the English National Curriculum (75% accuracy) Has a knowledge of root words, prefixes and suffixes and understands new words they meet Can read fluently an increasing range of text types at an age appropriate level.	Can read and understand all the words in App 1, page 71 of the English National Curriculum (100% accuracy) Can use knowledge of root words and families of words to work out the meaning of a word from the context. Has a good range of vocabulary which the pupil uses to support his/her comprehension. Can read fluently and effortlessly a range of text types.
Comprehension-retrieval	Can answer questions beginning with who.., what.., when.., where..and (why when information is stated)- Dark green Philip Webb cards 90% accurate. Can retrieve specific information (Pm Benchmark)	Can answer questions beginning with who.., what.., when.., where..and (why when information is stated)- Dark green Philip Webb cards 90% accurate. Can retrieve specific information (Pm Benchmark)	Can recall events in a story, including appropriate detail. Can retrieve specific information Can identify and locate key words and phrases. Can summarise meaning of text or paragraph. Can scan texts for specific information and to identify main points. Can record where necessary.	Can find key information to answer questions based on a range of texts Can identify the main themes in a paragraph and summarise Can scan texts for specific information and to identify main points with developing speed and accuracy.	Can find and recall significant characters, ideas, events and themes. Can summarise key information from different parts of the text. Can scan texts for specific information and to identify main points with speed and accuracy	Can retrieve key information from fiction and non-fiction texts and can record it precisely, when needed. Can navigate several texts simultaneously to select and compare information Can summarise main ideas in fiction and non-fiction, including judicious use of key detail and evidence to their ideas. Can use and apply skimming, scanning and text marking skills for specific tasks and can use these skills quickly and efficiently

Comprehension – inference	Can make inference on the basis of what is being said and done in age appropriate texts (orange/Turquoise book band)- Orange Philip Webb Cards- 90% accurate. Predict what might happen on what has been read so far.	Can make inference on the basis of what is being said and done in age appropriate texts (Gold book band)- Orange Philip Webb Cards- 90% accurate. Can make predictions. Can use information in text to respond to 'Why…and How…. Questions, giving reasons.	Can make inferences about a character's feelings, thoughts and motives from their actions. Can make predictions from what has been stated or implied. Can begin to justify their inferences with evidence from the text.	Can infer character feelings and thoughts, motives from actions and justify them using the text. Can make predictions from detailed, stated and implied	Can find evidence including quotes in texts to support answers and opinions about characters, actions, ideas and events To make predictions and justify them using the text	Can draw inferences such as inferring character's feelings thoughts and motives from their actions, using evidence from the text. Can predict what might happen from details stated or implied and can explain their prediction. Can justify inferences with evidence quoted directly from the text (PEE)
Comprehension – critical response	Can discuss books they have read, expressing preference Draw on what they already know from background information and vocabulary provided by the teacher	Can discuss books they have read, expressing preference and reasons for their opinions, including words and phrases. (Blue Philip Webb Cards- 95% accuracy. Can compare books on a similar theme, identifying similarities and differences. Can identify patterns in a text- recurring phrases	Can give reasons for their personal preference Can identify how language, grammar, organisation and layout of a text contribute to meaning. Can compare within and across texts, and begin to evaluate effectiveness of texts.	Begin to identify how language, structure and presentation contribute to the meaning of a text Is beginning to evaluate texts in terms of purpose, audience and effectiveness Can identify how language, grammar, organisation and layout of a text contribute to meaning and the reasons for the author's choice	Can distinguish and explain the difference between fact and opinion Can evaluate texts in terms of purpose, audience and effectiveness Can begin to explain the impact of the authors choice of vocabulary and sentence structures	Can state and justify personal preferences for writers and types of text. Can identify the techniques the writer has chosen and can explain effect on the reader. Makes comparisons within and across books and explains ideas. Can distinguish fact and opinion and can explain their answer.

Range of reading – including suggested authors	I reading book per week independently Read a range of poems, stories and non-fiction per term. Cover a range of key stories, fairy stories and traditional tales,	I reading book per week independently. 1 poem, story and non-fiction texts per half term. Cover a range of texts to include fairy stories, traditional tales, contempory writers, poems and non-fiction.	Pupils read at least 20 books (60-70 pages) per year in class and independently.	Shows increasing familiarity with a wide range of books including fairy stories, non-fiction, myths and legends, retelling some of them orally. Can identify different forms of poetry Can read poems and plays aloud with intonation, tone, action and volume	Pupils have read a rage of poetry, plays, fiction and non-fiction from agreed school book list including legends, traditional tales, modern fiction, reference books and poems	Pupils have read a rage of poetry, plays, fiction and non-fiction from agreed school book list – at least one fiction and one non-fiction per half term. Pupils are able to discuss the texts they have read and give reasons for their views.
Knowledge of books	Can identify the front cover, blurb, title and author. Identify contents page, index, captions and labels in non-fiction books.	Understand how different types of books are organised: Narrative-sequence of events Non-fiction- contents page, heading, subheadings, index, labels and captions. Can use contents page and index in non-fiction books. Can identify and name different types of texts and their purpose.	Can use contents, chapter pages, indexes, headings and sub-headings to locate specific information. Recognise similarities in texts. Recognise texts set in other periods. Show awareness of texts from different cultures Begin to check for meaning using a dictionary.	Is beginning to be familiar with a range of text types and their structures Can check for meaning using a dictionary.	Is familiar with a range of text types and their structures Can use dictionaries and thesaurus to improve vocabulary and use synonyms	Understands how different types of texts are structured. Can use dictionaries; thesauri; encyclopaedias competently.
Using reading as a tool for learning	Select appropriate texts for information.	Select appropriate texts for information. Can locate information quickly, scanning and locating keywords. Locate information using different media, including ICT	Can select most appropriate books to support work in topic. Can use books to research information for topic.	Can use a range of reading sources to research given questions. Can source information from a range of reading and pick out key information	Can use skimming and scanning skills to find key information and make links across a variety of texts	Can navigate several texts simultaneously to select and compare information. Can use and apply skimming and scanning for specific tasks quickly and efficiently.
Level of books read e.g. book bands	Orange/Turquoise book band level- working at secure	Gold book band level-working at secure				