



Reading End Points: Key Assessment Criteria.

Nanpean Community Primary School
Nurturing Children's Passion to Succeed

<i>By the end of KS1 (teaching content covered in Years 1 and 2):</i>	<i>By the end of LKS2 (teaching content covered in Years 3 and 4):</i>	<i>By the end of UKS2 (teaching content covered in Years 5 and 6):</i>
<ul style="list-style-type: none"> • I can read accurately most words of two or more syllables. • I can read accurately most words containing common suffixes. • I can read most common exception words. • I can ask and answer questions about texts. • I can identify and explain the sequence of events in texts. • I can predict what might happen based on what has been read so far. • I can discuss favourite words and phrases. • I can identify key aspects of texts e.g. fiction, setting, plot, contents etc. <p><i>In age-appropriate books:</i></p> <ul style="list-style-type: none"> • I can read most words accurately without overt sounding and blending. • I can sound out unfamiliar words accurately, without undue hesitation. <p><i>In a book that they can already read fluently:</i></p> <ul style="list-style-type: none"> • I can check a text makes sense, correcting any inaccurate reading. • I can answer questions and make some inferences. • I can explain what has happened so far in what I have read. 	<ul style="list-style-type: none"> • I can decode most new words outside of spoken vocabulary. • I can read longer words with support. • I can use context to read unfamiliar words. • I can self-correct consistently. • I can draw inferences such as character feeling, thoughts and motives. • I can predict what might happen from details stated and implied. • I can use dictionaries to check meanings of words. • I can ask and answer questions to improve understanding. • I can identify the main idea from more than one paragraph and summarise it. • I can retrieve and record information from non-fiction. • I can identify language, structural and presentational features of texts. • I can discuss words and phrases that engage the reader. • I can give explanations of the impact of language choices. • I can begin to make connections between texts. • I can begin to identify simple common themes. • I can begin to identify the use of different conventions of different types of writing. 	<ul style="list-style-type: none"> • I can read age-appropriate books with confidence and fluency. • I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. • I can read aloud showing intonation, tone and volume. • I can make inferences drawn from across and between texts and justify with evidence. • I can make predictions from details that are stated and implied. • I can give the meaning of words in context. • I can ask and answer questions to improve understanding of themes and authorial intent. • I can identify and summarise ideas from across a text. • I can discuss how structure and presentational choices impact on meaning, theme and purpose. • I can comment on writers' use of words, phrases and language features. • I can identify and discuss the themes of a range of texts. • I can make comparisons and contrasts within and across texts. • I can discuss viewpoints within a text and across more than one. • I can provide reasoned justifications for opinions about a book.
<i>By the end of KS1 (Year 2) I will be a Growing Reader.</i>	<i>By the end of LKS2 (Year 4) I will be a Skilled Reader.</i>	<i>By the end of UKS2 (Year 6) I will be an Experienced Reader.</i>