

Reading Progression Counts

What is a Reading Progression Counts Document?

The Reading Progression Counts document is a structured assessment and moderation tool designed to be used alongside a school's existing assessment system. It helps teachers evaluate pupils' reading progress against year group expectations. Drawing on current assessment guidance, including the National Curriculum and educational research, it outlines key reading standards from Year 1 to Year 6. It supports accurate assessment by encouraging the use of a range of independent evidence, such as reading journals, individual responses to shared or guided reading, comprehension tests, and benchmarking.

Why is a Reading Progression Count Document Important for Teachers and Leaders?

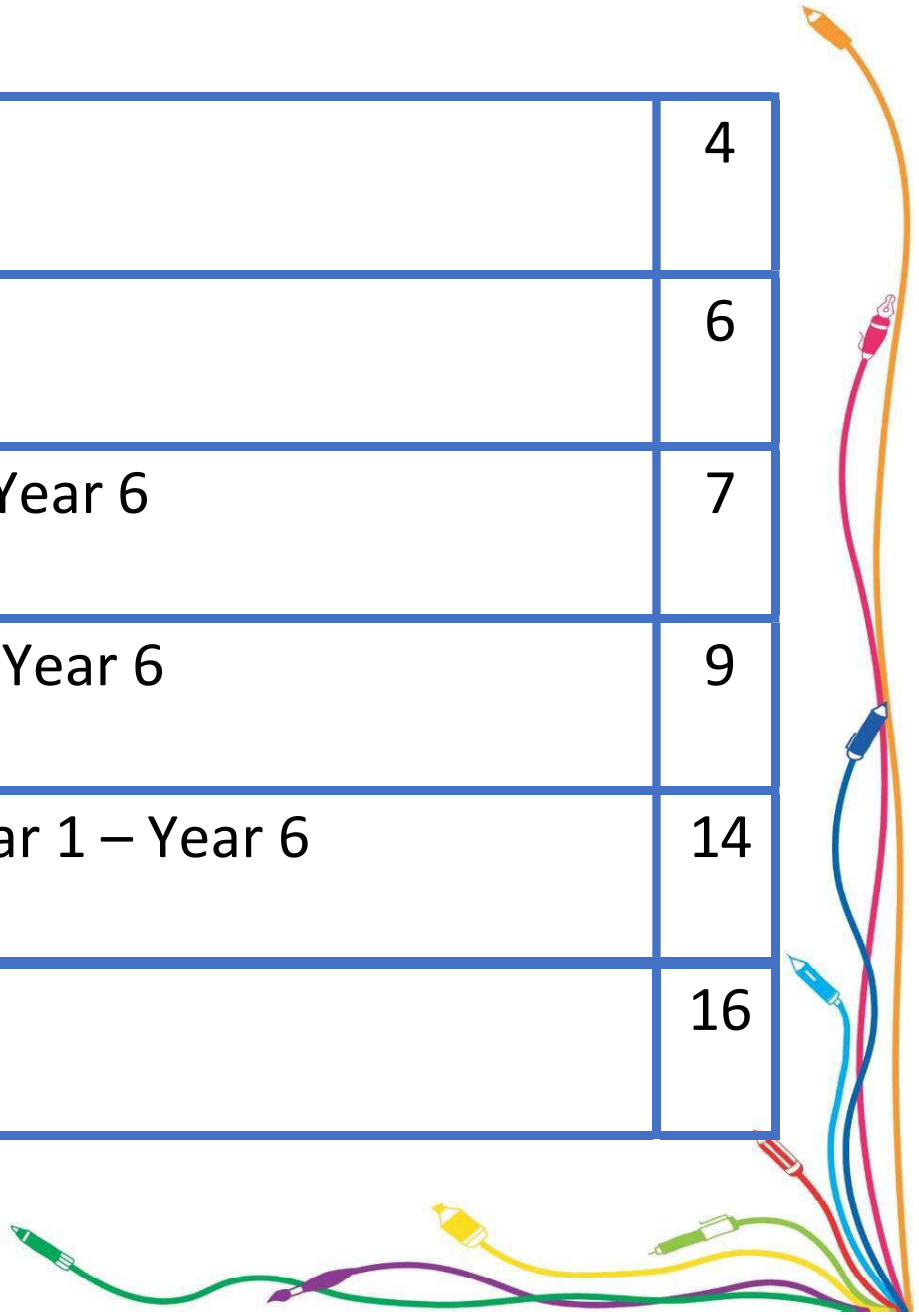
This document is important because it supports teachers in gaining a deeper understanding of reading standards within each year group and enables them to track progress over time. It enables them to identify gaps in learning and adjust their planning accordingly.

For school leaders, it offers a consistent framework for moderation across classes and year groups, supporting fair and accurate judgements. Additionally, it informs whole-school priorities for improvement and helps ensure a shared understanding of reading expectations across the school.

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd. **V25**

Contents

How to Use This Document	4
Guiding Principles	6
Progression Counts: Word Reading Year 1 – Year 6	7
Progression Counts: Comprehension Year 1- Year 6	9
Characteristics of Greater Depth Readers Year 1 – Year 6	14
Reading Assessment Counts Year 1- Year 6	16



Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modif ied or used fc

How To Use This Document

This document is intended to be used alongside any existing school assessment tools. Literacy Counts Ltd has drawn upon a range of current assessment information, including statutory National Curriculum requirements and research to develop this assessment tool.

This document will aid teachers in gaining a deeper understanding of each standard within a year group *and* the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the identification of whole school priorities for improvement. Used as a moderation tool for all year groups (from Year 1 to Year 6), it will ensure consistency of judgement both within and across schools.

Suggested Guidance

This document would profit from being used summatively as a 'pit-stop' check, to indicate where children are reaching a standard. We suggest that a variety of independent evidence is used to secure judgements against the different standards at least five times throughout the year.
These may include:

- children's work
- responses to reading through shared reading and guided reading (where independent contributions are made)
- reading journals
- bench marking assessments
- summative comprehension tests
- reading tests
- phonic assessments
- book reviews

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

- comments in reading records
- reading of common exception word assessments
- moderation recordings
- video clips
- performance reading
- running records
- fluency checks
- accurate spelling tests as evidence of the ability to read words

Trial schools have found the Pupil Assessment Grids (see Appendix) are a useful way of collating information for a sample of children from each class. Schools are encouraged to use this document in line with their own Assessment Policy. Furthermore, we are ***not*** advocating the completion of the Pupil Assessment Grids for every child in every class, although schools are free to use this document how they choose.

Practitioners may choose to highlight part of or the whole statement, as and when a child has shown ample evidence of being able to demonstrate it.

Year 2 and Year 6

Please note that Teacher Assessment Framework (TAF) statements (for Year 2 and Year 6) are indicated by the following symbol:

- **Statements indicate Teacher Assessment Framework**

This document includes the *entire* statutory National Curriculum Programme of Study as well as those elements needed for TAF.

N.B. Schools should always seek guidance from their Local Authority regarding Year 2 and Year 6 moderation of the Teacher Assessment of Reading.

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Guiding Principles

Teacher judgements should be based on a broad range of evidence, which will come from daily work in the classroom as well as more formal assessments. This will also include work from curriculum areas other than the one being assessed.
In order to be judged as meeting a particular standard, it is assumed that the child has reached the proceeding standard, as well as the standard they are working in, in full.

Year 1, Year 3, Year 4 and Year 5

Some statements are indicated in bold as **Essential Elements** contained within the three standards for each year group. This may provide schools with a commonality in their approach when making judgements for *all* years. This can also support schools to make internal moderation more equitable with Year 2 and 6 for assessment expectation for this teacher assessment criteria. Literacy Counts Ltd advocates teaching the entire national curriculum. In short, it is vital not to teach to the bold print statements alone. These are simply to be used as a means of determining the minimum **Essential Element** requirements for each standard.

Please note that Essential Elements statements are indicated by a tick symbol, shown below, for pages that relate to Year 1, Year 3, Year 4 and Year 5:

✓ **Statements indicate Essential Elements**

Qualifiers

In accordance with the Teacher Assessment Frameworks at the end of Key Stages 1 & 2, this document also contains qualifiers ('some', 'many' and 'most').

'**some**' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent

'**many**' indicates that the statement is met frequently, but not yet consistently

'**most**' indicates that the statement is generally met with only occasional errors

It is recommended that assessment of reading is an ongoing process and one which should be subject to regular whole school and across school moderation.

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Progression Counts: Word Reading

Year 1	Year 2	Year 3
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
The pupil can: ✓ **read some capital letters and all the digits 0 – 9** • apply some phonic knowledge and skills as the route to decode words ✓ **recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including some alternative sounds for graphemes** • read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught ✓ **read some common exception words, noting correspondences between spelling and sound and where these occur in the word** ✓ **read some words containing taught GPCs and –s, and –er endings** • read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ✓ **re-read books to build up fluency and confidence**	**The pupil can:** • apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency • re-read books to build up fluency and confidence ➢ **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*** **In a book closely matched to the GPCs as above, the pupil can:** ➢ **read aloud many words quickly and accurately without overt sounding and blending** ➢ **sound out many unfamiliar words accurately**	**The pupil can:** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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**
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
The pupil can: ✓ **read all capital letters and the days of the week** • apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency ✓ **respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes** ✓ **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught** • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ **read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings** ✓ **read other words of more than one syllable that contain taught GPCs** ✓ **read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)** ✓ **read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words** • re-read books to build up fluency and confidence	**The pupil can:** • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • re-read an increasing amount of books to build up fluency and confidence ➢ **read accurately most words of two or more syllables** ➢ **read most words containing common suffixes*** ➢ **read most common exception words*** **In age-appropriate books, the pupil can:** ➢ **read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words** ➢ **sound out most unfamiliar words accurately, without undue hesitation**	**The pupil can:** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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**
Working at greater depth	**Working at greater depth**	**Working at greater depth**
The pupil can: • apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, most alternative sounds for graphemes ✓ **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught** • read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ **read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings with increased speed and accuracy** • read aloud accurately books that are consistent with their developing phonic knowledge • re-read books for speed and increased accuracy	As expected standard	**The pupil can:** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Year 4	Year 5	Year 6
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
The pupil can: ✓ **apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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**	**The pupil can:** ✓ **apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet**	**The pupil can:** ✓ **apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet**
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
The pupil can: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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	**The pupil can:** ✓ **apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet**	**The pupil can:** • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Working at greater depth	**Working at greater depth**	**Working at greater depth**
The pupil can: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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	**The pupil can:** • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	As expected standard

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Progression Counts: Comprehension

Year 1	Year 2	Year 3
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. **The pupil can:** ✓ **listen to and discuss some poems, stories and non-fiction at a level beyond that at which they can read independently** ✓ **link what they read or hear to their own experiences** • show familiarity with some key stories, fairy stories and traditional tales, retelling them and considering some of their particular characteristics • recognise and join in with some predictable story phrases ✓ **recite, by heart, some rhymes and poems** ✓ **discuss word meanings and link some meanings to those already known** **The pupil can understand both the books they can already read, as well as those they listen to.** **The pupil can:** • draw on what they already know or have experienced • check that text makes sense to them as they read and correcting some inaccurate reading ✓ **discuss book title and events in stories** ✓ **make some inferences on the basis of what is being said and done by a character** ✓ **make some predictions on what might happen on the basis of what has been read so far** • begin to participate and explain through discussion about what is read to them	**The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.** **The pupil can:** • listen to and begin to discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently • discuss the sequence of events in books and how some items of information are related • demonstrate familiarity with and retell a wider range of stories, fairy stories and traditional tales • understand some non-fiction books that are structured in different ways • recognise some simple recurring literary language in stories and poetry • discuss and clarify the meanings of words, linking these new words to known vocabulary • discuss some of their favourite words and phrases • share a repertoire of poems learnt by heart, appreciating these and reciting some, and using some appropriate intonation to make the meaning clear **The pupil can understand both the books they can already read, as well as those they listen to.** **The pupil can:** • discuss books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • answer questions in discussion with the teacher and make simple inferences	**The pupil can develop positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **listen to and discuss some fiction, poetry, plays, non-fiction and reference books or textbooks** • read some books that are structured in different ways and read for a range of purposes • begin to use simple dictionaries to check the meaning of some words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ✓ **identify some *simple* themes and conventions in a range of books** • prepare some short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action ✓ **with guidance, discuss some words and phrases that capture the reader's interest and imagination** • recognise some different forms of poetry (for example free verse, narrative poetry) **The pupil can understand what they read in books they can read independently.** **The pupil can:** ✓ **check that the text makes sense to them, discuss some of their understanding and explain the meaning of some words in context** ✓ **ask some questions to improve their understanding of a text** ✓ **make simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with some evidence** ✓ **predict what might happen from details stated** ✓ **identify main ideas drawn from a short text and summarise these** • begin to identify how some language contributes to meaning ✓ **with guidance, retrieve and record the salient / main points from non-fiction texts** ✓ **participate in some discussions about both books that are read to them and some of those that they can read for themselves, taking turns and listening to what others say**

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Year 1	Year 2	Year 3
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. **The pupil can:** ✓ **listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently** • link what they read or hear read to their own experiences ✓ **become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics** • recognise and join in with predictable phrases with increased confidence • recite by heart many rhymes and poems ✓ **discuss word meanings and link new meanings to those already known** **The pupil can understand both the books they can already read, as well as those they listen to.** **The pupil can:** • 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** ✓ **discuss significant events in stories** ✓ **make inferences on the basis of what is being said and done** ✓ **predict what might happen on the basis of what has been read so far** • 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	**The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.** **The pupil 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 which they can read independently • discuss the sequence of events in books and how many items of information are related • demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales • understand many non-fiction books that are structured in different ways • recognise simple recurring literary language in stories and poetry and draw upon these for their writing • discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) • discuss their favourite words and phrases, using some of them in their writing • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear **The pupil can understand both the books they can already read, as well as those they listen to.** **The pupil can:** • show good understanding of books they have read and listened to, drawing on what they already know, with background information and vocabulary provided by the teacher • discuss many books, poems and other works that are read to them and those that they can read for themselves • check the text makes sense to them and correct inaccurate reading **The pupil can, in a book they are reading independently:** ➢ **make inferences** ➢ **make a plausible prediction about what might happen on the basis of what has been read so far** ➢ **make links between the book they are reading and other books they have read**	**The pupil can develop positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** • read a range of books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally ✓ **identify *simple* themes and conventions in an increasing range of books** • prepare short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action ✓ **discuss some words and phrases that capture the reader's interest and imagination** • **recognise some different forms of poetry (for example, free verse, narrative poetry)** **The pupil can understand what they read in books they can read independently.** **The pupil can:** ✓ **check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context** ✓ **ask some questions to improve their understanding of a text** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence** ✓ **predict what might happen from details stated and some which are implied** ✓ **identify main ideas drawn from more than one paragraph and summarise these** • identify how language and structure contribute to meaning ✓ **retrieve and record some information from non-fiction** ✓ **participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Year 1	Year 2	Year 3
Working at greater depth	**Working at greater depth**	**Working at greater depth**
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. **The pupil can:** • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • appreciating rhymes and poems, and by reciting some by heart using appropriate expression and intonation to demonstrate understanding ✓ **discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meanings of the same word (e.g. through exploration of synonyms)** **The pupil can understand both the books they can already read, as well as those they listen to.** **The pupil can:** • draw on what they already know or on background information and vocabulary ✓ **make inferences on the basis of what is being said and done across the book and drawing on other books they have read** ✓ **predict what might happen on the basis of what has been read so far, noting the words and phrases from the text to explain** • participate in discussion and explain accurately what is read to them	**The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.** **The pupil 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 which they can read independently • discuss the sequence of events in many books and how items of information are related • read and understand many fiction books which are structured in different ways • confidently retell a wide range of stories, fairy stories and traditional tales • understand and discuss many non-fiction books that are structured in different ways • recognise simple recurring literary language in stories and poetry and intentionally draw upon these for their writing • discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meanings of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) • discuss their favourite words and phrases using many of them in their writing • demonstrate a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear **The pupil can understand both the books they can already read, as well as those they listen to.** **The pupil can:** • show good understanding of books they have read and listened to, drawing on what they already know, background information and vocabulary provided by the teacher and gleaned from independent reading • initiate discussion of many books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ➢ **make inferences** ➢ **make a plausible prediction about what might happen on the basis of what has been read so far** ➢ **make links between the book they are reading and other books they have read**	**The pupil can develop positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** • read a wide range of books that are structured in different ways and read for a range of purposes • begin to use more complex dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language ✓ **identify themes and conventions in an increasing range of books** • prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ✓ **discuss many words and phrases that capture the reader's interest and imagination** • recognise a range of poetic forms (for example free verse, narrative poetry) **The pupil can understand what they read in books they can read independently.** **The pupil can:** ✓ **check that the text makes sense to them, discuss most their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence** ✓ **predict what might happen from details stated and implied** ✓ **identify main ideas drawn from more than two paragraphs and summarise these** ✓ **identify how language, structure and presentation contribute to meaning** ✓ **confidently retrieve and record information from non-fiction** ✓ **confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Year 4	Year 5	Year 6
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
The pupil can develop positive attitudes to reading and understanding of what they read. **The pupil can:** ✓ **listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** • read a range of books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally ✓ **identify *simple* themes and conventions in an increasing range of books** • prepare short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action ✓ **discuss some words and phrases that capture the reader's interest and imagination** • recognise some different forms of poetry [for example, free verse, narrative poetry] **The pupil can understand what they read in books they can read independently.** **The pupil can:** ✓ **check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context** ✓ **ask some questions to improve their understanding of a text** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence** ✓ **predict what might happen from details stated and some which are implied** ✓ **identify main ideas drawn from more than one paragraph and summarise these** • identify how language and structure contribute to meaning ✓ **retrieve and record some information from non-fiction** ✓ **participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**	**The pupil maintains positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **read fiction, poetry, non-fiction and reference books or textbooks** • read some books that are structured in different ways and read for a range of purposes • increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend some books that they have read to their peers, giving reasons for their choices ✓ **with support, identify and discuss themes and conventions in and across a range of writing** ✓ **with support, make simple comparisons within and across books** • learn some poetry by heart • with support, 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 **The pupil can understand what they read.** **The pupil can:** ✓ **with support, ask some relevant questions to improve their understanding** ✓ **with prompts, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying some inferences with evidence** ✓ **make some predictions on what might happen from details stated and implied** ✓ **with support, summarise some main ideas drawn from more than one paragraph, identifying some key details that support the main ideas** ✓ **with support, identify how some language, structure and presentation contribute to meaning in some texts** • with support, discuss and evaluate how authors use language, including some figurative language, considering the impact on the reader • with support, distinguish between statements of fact and opinion ✓ **with support, retrieve, record and present information from non-fiction** • with support, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas ✓ **with support, explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary** • with support, begin to provide reasoned justifications for their views	**The pupil maintains positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books** • read books that are structured in different ways and read for a range of purposes • increase their 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 • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies** ✓ **make comparisons within and across books e.g. plot, genre and theme** • learn a wider range of age appropriate poetry by heart • 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 **The pupil can understand what they read.** **The pupil can:** ✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** ✓ **ask questions to improve their understanding** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence** ✓ **predict what might happen from details stated and implied** ✓ **summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas** ✓ **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** ✓ **distinguish between statements of fact and opinion** ✓ **retrieve, record and present information from non-fiction** • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ✓ provide reasoned justifications for their views

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Year 4	Year 5	Year 6
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
The pupil can develop positive attitudes to reading and understanding of what they read. **The pupil can:** ✓ **listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** • read a wide range of books that are structured in different ways and read for a range of purposes • begin to use more complex dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally with an appropriate use of story-book language ✓ **identify themes and conventions in an increasing range of books** • prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ✓ **discuss many words and phrases that capture the reader's interest and imagination** • recognise a range of poetic forms [for example, free verse, narrative poetry] **The pupil can understand what they read in books they can read independently.** **The pupil can:** ✓ **check that the text makes sense to them, discussing most of their understanding and explaining the meaning of many words in context, asking questions to improve their understanding of a text** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence** ✓ **predict what might happen from details stated and implied** ✓ **identify main ideas drawn from more than two paragraphs and summarise these** ✓ **identify how language, structure and presentation contribute to meaning** ✓ **confidently retrieve and record information from non-fiction** ✓ **confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**	**The pupil maintains positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books** • read books that are structured in different ways and read for a range of purposes • increase their 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 • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies** ✓ **make comparisons within and across books e.g. plot, genre and theme** • learn a wider range of age appropriate poetry by heart • 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 **The pupil can understand what they read.** **The pupil can:** ✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** ✓ **ask questions to improve their understanding** ✓ **with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence** ✓ **predict what might happen from details stated and implied** ✓ **with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas** ✓ **identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader** ✓ **distinguish between statements of fact and opinion** ✓ **retrieve, record and present some information from non-fiction** • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary to provide reasoned justifications for their view	**The pupil maintains positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books** • read books that are structured in different ways and read for a range of purposes • increase their 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 • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies** ✓ **make comparisons within and across books e.g. plot, genre and theme** • learn a wider range of poetry by heart • 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 **The pupil can understand what they read.** **The pupil can:** ✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** ✓ **ask questions to improve their understanding** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence** ✓ **predict what might happen from details stated and implied** ✓ **summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas** ✓ **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** ✓ **distinguish between statements of fact and opinion** ✓ **retrieve, record and present information from non-fiction** • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views ✓ **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using formal notes where necessary** ✓ **provide justifications for their views**

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Year 4	Year 5	Year 6
Working at greater depth	**Working at greater depth**	**Working at greater depth**
The pupil can develop positive attitudes to reading and understanding of what they read. **The pupil can:** ✓ **listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** • read a wide range of books that are structured in different ways and read for a wide range of purposes • use more complex dictionaries to check the meaning of many unknown words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally with an appropriate use of story-book language ✓ **identify many themes and conventions in an increasingly wider range of books** ✓ **prepare poems and play scripts to read aloud and to perform, showing good understanding through intonation, tone, volume and action** ✓ **discuss many words and phrases that capture the reader's interest and imagination** ✓ **recognise many poetic forms [for example, free verse, narrative poetry]** **The pupil can understand what they read in books they can read independently.** **The pupil can:** ✓ **check that the text makes sense to them, discussing most of their understanding and explaining the meaning of many words in context, asking questions to improve their understanding of a text** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify most inferences with evidence** ✓ **confidently predict what might happen from details stated and implied** ✓ **identify main ideas drawn from more than two paragraphs and summarise these** ✓ **identify how language, structure and presentation contribute to meaning** ✓ **confidently retrieve and record information from non-fiction** ✓ **confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**	**The pupil maintains positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **read and discuss wide range of fiction, poetry, plays, non-fiction and reference books or text books** • read books that are structured in different ways and read for a range of purposes • increase their 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 • **recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text** ✓ **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies** ✓ **make comparisons within and across books e.g. plot, genre and theme** • learn a wider range of poetry by heart • 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 **The pupil can understand what they read.** **The pupil can:** ✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** ✓ **ask questions to improve their understanding** ✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence** ✓ **predict what might happen from details stated and implied** ✓ **summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas** ✓ **identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader** ✓ **distinguish between statements of fact and opinion** ✓ **retrieve, record and present information from a wide range of non-fiction** • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views ✓ **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide justifications for their views**	**The pupil maintains positive attitudes to reading and understanding of what they read.** **The pupil can:** ✓ **engage with and comprehend a wide range of fiction and non-fiction, including in particular whole books, poetry and plays with a wide coverage of genres, justifying preferences** • read books that are structured in different ways and read for a range of purposes • recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text ✓ **identify and discuss themes and conventions in and across a wide range of writing** ✓ **make comparisons within, across *and* between books on similarities of plots, genre and theme** **The pupil can understand what they read.** **The pupil can:** ✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** • ask many relevant questions to improve their understanding ✓ **confidently draw inferences to build wider knowledge of characters' feelings, thoughts and motives from their actions, and justify inferences with evidence** • predict what might happen from details stated and implied ✓ **confidently summarise and extract the main ideas drawn from the text and identify key details that support the main ideas e.g. by skim reading to summarise** ✓ **identify how language, structure and presentation contribute to meaning** ✓ **identify, describe and evaluate how authors use language, including figurative language, considering the impact on the reader, stating how successful the writer has been in engaging the reader** • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction ✓ **develop own view of a text, drawing on evidence and personal opinions** ✓ **provide reasoned justifications for their views**

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Progression Counts:

Characteristics of Greater Depth Readers

Greater Depth Counts: Year 1

Characteristics

The pupil:

- ✓ applies Year 1 learning in different contexts independently
- ✓ reads with fluency and confidence all common exception words
- ✓ reads with accuracy and fluency by blending most sounds in unfamiliar words containing GPCs
- ✓ recognises errors and can self-correct
- ✓ has a good understanding and can explain clearly what they read and what is read to them
- ✓ can discuss, predict and comment on various texts
- ✓ demonstrates an interest in new vocabulary
- ✓ when reading aloud, can appropriately pay attention to punctuation

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Greater Depth Counts: Year 2

Characteristics

The pupil:

- ✓ applies Year 2 learning in different contexts independently
- ✓ has an accurate and rapid understanding of what is read
- ✓ can make confident inferences based on what is read, including using punctuation to make inferences
- ✓ can make links across texts, discussing and recalling previous books
- ✓ can make plausible predictions confidently
- ✓ reads aloud with appropriate enthusiasm, intonation and expression
- ✓ confidently draws upon their reading experiences and applies these in their writing
- ✓ can demonstrate an interest in new vocabulary
- ✓ when reading aloud, can appropriately pay attention to punctuation

2018 TAF statements

- ➢ * Teachers should refer to the spelling appendix to the National Curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.
- ➢ 1 Teachers should compare the books that their pupils read with those provided for the Key Stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published Key Stage 1 test materials.
- ➢ 2 Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Greater Depth Counts: Year 3

Characteristics

The pupil:

- ✓ applies Year 3 learning in different contexts independently
- ✓ has an enthusiasm for reading
- ✓ makes accurate and informed inferences across a range of texts, justifying their response with evidence
- ✓ makes accurate and informed predictions across a range of texts, justifying their response with evidence
- ✓ participates confidently in discussion about books, comparing and contrasting a range of texts and justifying their views with evidence
- ✓ confidently draws upon their reading experiences and applies these in their writing
- ✓ has an awareness of the author's use of language and different genres
- ✓ can empathise with characters
- ✓ can demonstrate an interest in new vocabulary

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Greater Depth Counts: Year 4

Characteristics

The pupil:

- ✓ applies Year 4 learning in different contexts independently
- ✓ can capture, keep and develop ideas from quality texts and applies them in their writing
- ✓ has an enthusiasm for reading
- ✓ makes accurate and informed inferences across a range of texts, justifying their response with evidence
- ✓ makes accurate and informed predictions across a range of texts, justifying their response with evidence
- ✓ participates confidently in discussion about books, comparing and contrasting a range of texts and justifying their views with evidence
- ✓ has an awareness of the author's use of language and why an author has chosen particular and precise vocabulary
- ✓ has an understanding of different genres and can express a reasoned preference
- ✓ can empathise with characters
- ✓ can demonstrate an interest in new vocabulary

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Greater Depth Counts: Year 5

Characteristics

The pupil:

- ✓ applies Year 5 learning in different contexts independently
- ✓ can capture, keep and develop ideas from quality texts and applies them in their writing
- ✓ has an enthusiasm for reading
- ✓ makes accurate and informed inferences across a range of texts, justifying their response with evidence
- ✓ makes accurate and informed predictions across a range of texts, justifying their response with evidence
- ✓ can make comparisons between texts and between authors, looking at similarities and differences
- ✓ has an understanding of different genres and can express a reasoned preference
- ✓ participates confidently in discussion about books, comparing and contrasting a range of texts and justifying their views with evidence
- ✓ has an awareness of the author's use of language and why an author has chosen particular and precise vocabulary
- ✓ understands and can comment on a range of literary devices including figurative language
- ✓ can empathise with characters, giving reasons
- ✓ demonstrate an interest in new vocabulary
- ✓ reads a range of challenging texts for information and enjoyment

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Greater Depth Counts: Year 6

Characteristics

The pupil:

- ✓ applies Year 6 learning in different contexts independently
- ✓ can capture, keep and develop ideas from quality texts and applies them in their writing
- ✓ has an enthusiasm for reading and reads a range of challenging texts for information and enjoyment
- ✓ makes accurate and informed inferences across a range of texts, justifying their response with quotations from the text
- ✓ makes accurate and informed predictions across a range of texts, justifying their response with evidence
- ✓ can make comparisons between texts and between authors, looking at similarities and differences
- ✓ independently applies a range of strategies to read a range of texts fluently and accurately
- ✓ has an understanding of different genres and can express a personal preference
- ✓ identifies and discusses themes and conventions in and across a wide range of writing, justifying their views with evidence
- ✓ has an awareness of the author's use of language and why an author has chosen particular and precise vocabulary
- ✓ understands and can comment on a range of literary devices, including figurative language
- ✓ can empathise with characters, giving reasons
- ✓ demonstrates an interest in new vocabulary

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 1	Name of pupil:						
Working towards the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
✓ **read some capital letters and all the digits 0 – 9**							
• apply some phonic knowledge and skills as the route to decode words							
✓ **recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including some alternative sounds for graphemes**							
• read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught							
✓ **read some common exception words, noting correspondences between spelling and sound and where these occur in the word**							
✓ **read some words containing taught GPCs and –s, and –er endings**							
• read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words							
✓ **re-read books to build up fluency and confidence**							

Comprehension The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding by:							
✓ **listen to and discuss some poems, stories and non-fiction at a level beyond that at which they can read independently**							
✓ **link what they read or heard to their own experiences**							
• show familiarity with some key stories, fairy stories and traditional tales, retelling them and considering some of their particular characteristics							
• recognise and join in with some predictable story phrases							
✓ **recite, by heart, some rhymes and poems**							
✓ **discuss word meanings and link some meanings to those already known**							
The pupil can understand both the books they can already read, as well as those they listen to, by:							
• draw on what they already know or have experienced							
• check that text makes sense to them as they read and correcting some inaccurate when reading							
✓ **discuss book title and events in stories**							
✓ **make some inferences on the basis of what is being said and done by a character**							
✓ **make some predictions on what might happen on the basis of what has been read so far**							
• begin to participate and explain through discussion about what is read to them							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 1	Name of pupil:						
Working at the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
✓ **read all capital letters and the days of the week**							
• apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency							
✓ **respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes**							
✓ **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught**							
• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word							
✓ **read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings**							
✓ **read other words of more than one syllable that contain taught GPCs**							
✓ **read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)**							
✓ **read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**							
• re-read books to build up fluency and confidence							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Comprehension The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding by:							
✓ **listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently**							
• link what they read or hear read to their own experiences							
✓ **become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**							
• recognise and join in with predictable phrases with increased confidence							
• recite by heart many rhymes and poems							
✓ **discuss word meanings and link new meanings to those already known**							
The pupil can understand both the books they can already read, as well as those they listen to, by:							
• 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**							
✓ **discuss significant events in stories**							
✓ **make inferences on the basis of what is being said and done**							
✓ **predict what might happen on the basis of what has been read so far**							
• participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 1	Name of pupil:						
Working at greater depth in Year 1							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
• apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency							
• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, most alternative sounds for graphemes							
✓ **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught**							
• read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word							
✓ **read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings with increased speed and accuracy**							
• read aloud accurately books that are consistent with their developing phonic knowledge							
• re-read books for speed and increased accuracy							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Comprehension The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding by:							
• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently							
• appreciating rhymes and poems, and by reciting some by heart using appropriate expression and intonation to demonstrate understanding							
✓ **discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms)**							
The pupil can understand both the books they can already read, as well as those they listen to, by:							
• draw on what they already know or on background information and vocabulary							
✓ **make inferences on the basis of what is being said and done across the book and drawing on other books they have read**							
✓ **predict what might happen on the basis of what has been read so far noting the words and phrases from the text to explain**							
• participate in discussion and explain accurately, what is read to them							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 2	Name of pupil:						
Working towards the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
• apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency							
• re-read books to build up fluency and confidence							
➢ **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**							
➢ **sound out many unfamiliar words accurately**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Comprehension The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding, by:							
• listen to and begin to discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently							
• discuss the sequence of events in books and how some items of information are related							
• demonstrate familiarity with and retell a wider range of stories, fairy stories and traditional tales							
• understand some non-fiction books that are structured in different ways							
• recognise some simple recurring literary language in stories and poetry							
• discuss and clarify the meanings of words, linking these new words to known vocabulary							
• discuss some of their favourite words and phrases							
• share a repertoire of poems learnt by heart, appreciating these and reciting some and using some appropriate intonation to make the meaning clear							
The pupil can understand both the books they can already read, as well as those they listen to, by:							
• discuss books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say							
➢ **answer questions in discussion with the teacher and make simple inferences**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 2	Name of pupil:

Working at the expected standard							
	A	B	C	D	E	F	Collection
Word Reading The pupil can:							
• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent							
• re-read an increasing amount of books to build up fluency and confidence							
• read accurately most words of two or more syllables							
• read most words containing common suffixes*							
• read most common exception words*							
• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (2)							
• sound out most unfamiliar words accurately, without undue hesitation							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Comprehension The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding, by:							
• listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently							
• discuss the sequence of events in books and how many items of information are related							
• demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales							
• understand many non-fiction books that are structured in different ways							
• recognise simple recurring literary language in stories and poetry and draw upon these for their writing							
• discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)							
• discuss their favourite words and phrases using some of them in their writing							
• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

The pupil can understand both the books they can already read, as well as those they listen to, by:							
• show good understanding of books they have read and listened to drawing on what they already know, with back ground information and vocabulary provided by the teacher							
• discuss many books, poems and other works that are read to them and those that they can read for themselves							
• check the text makes sense to them and correct inaccurate reading							
• make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)							
• answer and ask questions							
• make some predictions of what might happen on the basis of what has been read so far							
• explain what has happened so far in what they have listened to or read							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 2	Name of pupil:						
Working at greater depth							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Comprehension The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding by:							
• listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently							
• discuss the sequence of events in many books and how items of information are related							
• read and understand many fiction books which are structured in different ways							
• confidently retell a wide range of stories, fairy stories and traditional tales							
• understand and discuss many non-fiction books that are structured in different ways							
• recognise simple recurring literary language in stories and poetry and intentionally draw upon these for their writing							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)							
• discuss their favourite words and phrases using many of them in their writing							
• demonstrate a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear							
The pupil can understand both the books they can already read, as well as those they listen to, by:							
• show good understanding of books they have read and listened to drawing on what they already know, back ground information and vocabulary provided by the teacher and gleaned from independent reading							
• initiate discussion of many books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say							
➢ **make inferences**							
➢ **make a plausible prediction about what might happen on the basis of what has been read so far**							
➢ **make links between the book they are reading and other books they have read**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 3	Name of pupil:						
Working towards the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.**							
Comprehension The pupil can develop positive attitudes to reading and understanding of what they read, by:							
✓ **listen to and discuss some fiction, poetry, plays, non-fiction and reference books or textbooks**							
• read some books that are structured in different ways and read for a range of purposes							
• begin to use simple dictionaries to check the meaning of some words that they have read							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally							
✓ **identify some *simple* themes and conventions in a range of books**							
• prepare some short poems and play scripts excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action							
✓ **with guidance, discuss some words and phrases that capture the reader's interest and imagination**							
• recognise some different forms of poetry [for example, free verse, narrative poetry]							
The pupil can understand what they read, in books they can read independently, by:							
✓ **check that the text makes sense to them, discuss some of their understanding and explain the meaning of some words in context**							
✓ **ask some questions to improve their understanding of a text**							
✓ **make simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with some evidence**							
✓ **predict what might happen from details stated**							
✓ **identify main ideas drawn from a short text and summarise these**							
• begin to identifying how some language contributes to meaning							
✓ **with guidance, retrieve and record the salient / main points from non-fiction**							
✓ **participate in some discussion about both books that are read to them and some of those they can read for themselves, taking turns and listening to what others say**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 3	Name of pupil:						
Working at the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.**							
Comprehension The pupil can develop positive attitudes to reading and understanding of what they read, by:							
✓ **listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**							
• read a range of books that are structured in different ways and read for a range of purposes							
• use dictionaries to check the meaning of many unknown words that they have read							
• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **identify *simple* themes and conventions in an increasing range of books**							
• prepare short poems and play scripts excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action							
✓ **discuss some words and phrases that capture the reader's interest and imagination**							
• recognise some different forms of poetry [for example, free verse, narrative poetry]							
The pupil can understand what they read, in books they can read independently, by:							
✓ **check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context**							
✓ **ask some questions to improve their understanding of a text**							
✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence**							
✓ **predict what might happen from details stated and some which are implied**							
✓ **identify main ideas drawn from more than one paragraph and summarising these**							
• identify how language and structure contribute to meaning							
✓ **retrieving and record some information from non-fiction**							
✓ **participate in discussion about both books that are read to them and those they can read for themselves,** taking turns and listening to what others say							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 3	Name of pupil:

Working at greater depth

	A	B	C	D	E	F	Collection
Word Reading The pupil can:							
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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							
Comprehension The pupil can develop positive attitudes to reading and understanding of what they read, by:							
✓ **listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**							
• read a wide range of books that are structured in different ways and read for a range of purposes							
• begin to use more complex dictionaries to check the meaning of many unknown words that they have read							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language							
✓ **identify themes and conventions in an increasing range of books**							
• prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action							
• **discuss many words and phrases that capture the reader's interest and imagination**							
• recognise a range of poetic forms [for example, free verse, narrative poetry]							
The pupil can understand what they read, in books they can read independently, by:							
✓ **check that the text makes sense to them, discuss most their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text**							
✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence**							
✓ **predict what might happen from details stated and implied**							
✓ **identify main ideas drawn from more than two paragraphs and summarise these**							
✓ **identify how language, structure and presentation contribute to meaning**							
✓ **confidently retrieve and record information from non-fiction**							
✓ **confidently participate in discussion about both books that are read to them and those they can read for themselves,** taking turns and listening to what others say							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 4	Name of pupil:

Working towards the expected standard

	A	B	C	D	E	F	Collection
Word Reading The pupil can:							
✓ **apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.**							
Comprehension The pupil can develop positive attitudes to reading and understanding of what they read, by:							
✓ **listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**							
• read a range of books that are structured in different ways and read for a range of purposes							
• use dictionaries to check the meaning of many unknown words that they have read							
• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **identify *simple* themes and conventions in an increasing range of books**							
• prepare short poems and play scripts excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action							
✓ **discuss some words and phrases that capture the reader's interest and imagination**							
• recognise some different forms of poetry [for example, free verse, narrative poetry]							
The pupil can understand what they read, in books they can read independently, by:							
✓ **check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context**							
✓ **ask some questions to improve their understanding of a text**							
✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence**							
✓ **predict what might happen from details stated and some which are implied**							
✓ **identify main ideas drawn from more than one paragraph and summarising these**							
• identify how language and structure contribute to meaning							
• **retrieving and record some information from non-fiction**							
• **participate in discussion about both books that are read to them and those they can read for themselves,** taking turns and listening to what others say							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 4	Name of pupil:						
Working at the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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							
Comprehension The pupil can develop positive attitudes to reading and understanding of what they read, by:							
✓ **listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**							
• read a wide range of books that are structured in different ways and read for a range of purposes							
• begin to use more complex dictionaries to check the meaning of many unknown words that they have read							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language							
✓ **identify themes and conventions in an increasing range of books**							
• prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action							
• **discuss many words and phrases that capture the reader's interest and imagination**							
• recognise a range of poetic forms [for example, free verse, narrative poetry]							
The pupil can understand what they read, in books they can read independently, by:							
✓ **check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text**							
✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence**							
✓ **predict what might happen from details stated and implied**							
✓ **identify main ideas drawn from more than two paragraphs and summarise these**							
✓ **identify how language, structure and presentation contribute to meaning**							
✓ **confidently retrieve and record information from non-fiction**							
✓ **confidently participate in discussion about both books that are read to them and those they can read for themselves,** taking turns and listening to what others say							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 4	Name of pupil:

Working at greater depth

	A	B	C	D	E	F	Collection
Word Reading The pupil can:							
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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							
Comprehension The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding by:							
✓ **listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**							
• read a wide range of books that are structured in different ways and read for a wide range of purposes							
• use more complex dictionaries to check the meaning of many unknown words that they have read							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language							
✓ **identify many themes and conventions in an increasingly wider range of books**							
• prepare poems and play scripts to read aloud and to perform, showing good understanding through intonation, tone, volume and action							
✓ **discuss many words and phrases that capture the reader's interest and imagination**							
✓ recognise many poetic forms [for example, free verse, narrative poetry]							
The pupil can understand what they read, in books they can read independently, by:							
✓ **check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text**							
✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence**							
✓ **confidently predict what might happen from details stated and implied**							
✓ **identify main ideas drawn from more than two paragraphs and summarise these**							
✓ **identify how language, structure and presentation contribute to meaning**							
✓ **confidently retrieve and record information from non-fiction**							
✓ **confidently participate in discussion about both books that are read to them and those they can read for themselves,** taking turns and listening to what others say							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 5	Name of pupil:						
Working towards the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
✓ **apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet**							
Comprehension The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ **read fiction, poetry, non-fiction and reference books or textbooks**							
• read some books that are structured in different ways and read for a range of purposes							
• increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions							
• recommend some books that they have read to their peers, giving reasons for their choices							
✓ **with support, identify and discuss themes and conventions in and across a range of writing**							
✓ **with support, make simple comparisons within and across books**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• learn some poetry by heart							
• with support, 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							
The pupil can understand what they read, by:							
✓ **with support, ask some relevant questions to improve their understanding**							
✓ **with prompts, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying some inferences with evidence**							
✓ **make some predictions on what might happen from details stated and implied**							
✓ **with support, summarise some main ideas drawn from more than one paragraph, identifying some key details that support the main ideas**							
✓ **with support, identify how some language, structure and presentation contribute to meaning in some texts**							
• with support, discuss and evaluate how authors use language, including some figurative language, considering the impact on the reader							
• with support, distinguish between statements of fact and opinion							
✓ **with support, retrieve, record and present information from non-fiction**							
• with support, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas							
✓ **with support, explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary**							
• with support, begin to provide reasoned justifications for their views							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 5	Name of pupil:						
Working at the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
✓ **apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet**							
Comprehension The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ **read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books**							
• read books that are structured in different ways and read for a range of purposes							
• increase their 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							
• recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **identify and discuss themes and conventions in and across a wide range of writing** e.g. use of first person when writing diaries or autobiographies							
✓ **make comparisons within and across books e.g. plot, genre and theme**							
• learn a wider range of age appropriate poetry by heart							
• 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							
The pupil can understand what they read, by:							
✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**							
✓ **ask questions to improve their understanding**							
✓ **with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**							
✓ **predict what might happen from details stated and implied**							
✓ **with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas**							
✓ **identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader** ✓ **distinguishing between statements of fact and opinion**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **retrieve, record and present some information from non-fiction**							
• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views							
✓ **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary**							
✓ **provide reasoned justifications for their views**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 5	Name of pupil:						
Working at greater depth							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet							
Comprehension The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ **read and discuss wide range of fiction, poetry, plays, non-fiction and reference books or text books**							
• read books that are structured in different ways and read for a range of purposes							
• increase their 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							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text							
✓ **identify and discuss themes and conventions in and across a wide range of writing** e.g. use of first person when writing diaries or autobiographies							
✓ **make comparisons within and across books e.g. plot, genre and theme**							
• learn a wider range of poetry by heart							
• 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							
The pupil can understand what they read, by:							
✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**							
✓ **ask questions to improve their understanding**							
✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**							
✓ **predict what might happen from details stated and implied**							
✓ **summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas**							
✓ **identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **distinguishing between statements of fact and opinion**							
✓ **retrieve, record and present information from a wide range of non-fiction**							
• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views							
✓ **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary**							
✓ **provide reasoned justifications for their views**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 6	Name of pupil:

Working towards the expected standard

	A	B	C	D	E	F	Collection
Word Reading The pupil can:							
✓ **apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet**							
Comprehension The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ **read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books**							
• read books that are structured in different ways and read for a range of purposes							
• increase their 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							
• recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **identify and discuss themes and conventions in and across a wide range of writing** e.g. use of first person when writing diaries or autobiographies							
✓ **make comparisons within and across books e.g. plot, genre and theme**							
• learn a wider range of age appropriate poetry by heart							
• 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							
The pupil can understand what they read, by:							
✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**							
✓ **ask questions to improve their understanding**							
✓ **with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**							
✓ **predict what might happen from details stated and implied**							
✓ **with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas**							
✓ **identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader**							
✓ **distinguishing between statements of fact and opinion**							
✓ **retrieve, record and present some information from non-fiction**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views							
✓ **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 6	Name of pupil:						
Working at the expected standard							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Word Reading The pupil can:							
• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet							
Comprehension The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ **read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books**							
• read books that are structured in different ways and read for a range of purposes							
• increase their 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							
• recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **identify and discuss themes and conventions in and across a wide range of writing** e.g. use of first person when writing diaries or autobiographies							
✓ **make comparisons within and across books e.g. plot, genre and theme**							
• learn a wider range of poetry by heart							
• 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							
The pupil can understand what they read, by:							
✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**							
✓ **ask questions to improve their understanding**							
✓ **draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**							
✓ **predict what might happen from details stated and implied**							
✓ **summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas**							
✓ **identify how language, structure and presentation contribute to meaning**							
✓ **discuss and evaluate the how authors use language, including figurative language, considering the impact on the impact on the reader**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

✓ **distinguishing between statements of fact and opinion**							
✓ **retrieve, record and present information from non-fiction**							
• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views							
✓ **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary**							
✓ **provide reasoned justifications for their views**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

Reading Assessment Counts: Year 6	Name of pupil:						
Working at greater depth							
	A	**B**	**C**	**D**	**E**	**F**	**Collection**
Comprehension The pupil maintains positive attitudes to reading and understanding of what they read, by:							
✓ **engage with and comprehend a wide range of fiction and non-fiction, including in particular whole books, poetry, plays with a wide coverage of genres, justifying preferences**							
• read books that are structured in different ways and read for a range of purposes							
• recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text							
✓ **identify and discuss themes and conventions in and across a wide range of writing**							
✓ **make comparisons within, across *and* between books on similarities of plots, genre and theme**							
The pupil can understand what they read, by:							
✓ **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020

• ask many relevant questions to improve their understanding							
✓ **confidently draw inferences to build wider knowledge of characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**							
• predict what might happen from details stated and implied							
✓ **confidently summarise and extract the main ideas drawn from the text and identify key details that support the main ideas e.g. by skim reading to summarise** ✓ **identify how language, structure and presentation contribute to meaning**							
✓ **identify, describe and evaluate how authors use language, including figurative language, considering the impact on the reader, stating how successful the writer has been in engaging the reader**							
• distinguishing between statements of fact and opinion							
• retrieve, record and present information from non-fiction							
✓ **develop own view of a text drawing on evidence and personal opinions**							
✓ **provide reasoned justifications for their views**							

Copyright ©Literacy Counts Ltd. You may use this resource freely in your school or setting but it cannot be reproduced, modified or used for commercial purposes without the express permission of Literacy Counts Ltd Edited JUNE 2020