Year 1 Comprehension

	Criteria	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Working towards the expected standard						
1.2.a.1	Pupil can listen attentively to a wide range of short poems, stories and non-fiction. Sometimes contributes relevant ideas to discussion: e.g. we had another story with pigs in.						
1.2.a.2	Pupil can, with support, begin to identify basic similarities and differences between their own experience and that of story characters.						
1.2.b.1	Pupil can, with support, recall some basic features of age-appropriate key stories, fairy and traditional tales.						
1.2.b.2	Pupil can, with support, identify the predictable phrases in a text and sometimes join in with saying them aloud with the class.						
1.2.c.1	Pupil demonstrates some enthusiasm for listening and responding to rhymes and poems. Sometimes joins in with reciting some by heart.						
1.2.d.1	Pupil can, with support, draw on existing vocabulary to speculate on the meaning of new words they encounter in reading.						
1.2.e.1	Pupil can, with support, answer 'how' and 'why' questions about what they have read.						
1.2.e.2	Pupil can, with support, check that the text makes sense to them as they read and correct inaccurate reading.						
1.2.f.1	Pupil can demonstrate some awareness of the link between events and the text title.						
1.2.f.2	Pupil can, with support, show some inference at a basic level: e.g. Mr Gumpy is nice because he says yes.						
1.2.g.1	Pupil can, with support, make suggestions about what will happen next in the story based on what has happened so far, sometimes linked to text or own experience.						
1.2.j.1	Pupil can sometimes contribute ideas to discussion; with prompts, remembers significant events/key information; and, with support, follows rules for effective discussion.						
1.2.j.2	Pupil can, with support, express views about events or characters in the story and answer questions about why things happen.						
	Working at the expected standard						
1.2.a.1	Pupil can listen attentively to a wide range of poems, stories and non-fiction. Contributes relevant ideas and thoughts to discussion: e.g. There's a pig that gets into the boat, like the three pigs in the other story.						
1.2.a.2	Pupil can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too, I've been to the castle.						
1.2.b.1	Pupil can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. what typically happens to good and bad characters.						
1.2.b.2	Pupil can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.						
1.2.c.1	Pupil demonstrates enthusiasm for listening and responding to rhymes and poems: e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.						
1.2.d.1	Pupil can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed..						
1.2.e.1	Pupil can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information: e.g. Pupil asks 'Why do bees like flowers? and can find pages in a non-fiction book.						
1.2.e.2	Pupil can usually check that the text makes sense to them as they read and goes back to self-correct inaccurate reading.						
1.2.f.1	Pupil can discuss the link between events and the text title.						
1.2.f.2	Pupil can demonstrate simple inference.						
1.2.g.1	Pupil can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far.						
1.2.j.1	Pupil can contribute ideas and thoughts to discussion, remembers significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support: e.g. some simple comments about preferences, sometimes with reasons.						
1.2.j.2	Pupil can express views about events or characters in the story and explain clearly their understanding of what is read to them.						
	Working at greater depth within the expected standard						
1.2.a.1	Pupil can listen for a sustained period of time to longer poems, stories and non-fiction. Confidently contributes a number of relevant ideas to discussion: e.g. This story has a talking pig and that's like the three little pigs.						
1.2.a.2	Pupil can begin to identify detailed similarities and differences between their own experience and that of story characters.						
1.2.b.1	Pupil can consistently recall features of age-appropriate key stories, fairy stories and traditional tales, retelling in order with detail and story language and identifying most characteristics.						
1.2.b.2	Pupil quickly identifies the predictable phrases in a text and always joins in with saying them aloud with class.						
1.2.c.1	Pupil demonstrates much enthusiasm for listening and responding to rhymes and poems. Almost always join in with reciting some by heart.						
1.2.d.1	Pupil can nearly always draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain clearly the link they have noticed.						
1.2.e.1	Pupil can confidently answer 'how' and 'why' questions about what they have read and find basic information.						
1.2.e.2	Pupil can nearly always check that the text makes sense to them as they read and immediately self-corrects inaccurate reading.						
1.2.f.1	Pupil can discuss the link between events and the text title including some specific examples from the text to support their viewpoint.						
1.2.f.2	Pupil can demonstrate simple, plausible inference about events and information, sometimes using evidence from text, such as how a character is feeling, what makes a plant grow.						
1.2.g.1	Pupil can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far.						
1.2.j.1	Pupil can listen for a sustained period of time to poems, stories and non-fiction. Pupil confidently contributes a number of ideas to discussion, remembering all the significant events and most of the key information. They always follow the agreed class rules for effective discussion.						
1.2.j.2	Pupil can express views about events/characters in the story and explain confidently and clearly understanding of what is read, expanding initial ideas in response to questions and/or what has been said.						

Year 1 Word Reading

	Criteria	Term 1	Term	Term	Term	Term	Term 6
	Working towards the expected standard						
1.1.a.1	Pupil can, with support, apply phonic knowledge to decode words.						
1.1.a.2	Pupil can mostly respond with the correct sound to some of the graphemes at Phase 3 LandS or equivalent.						
1.1.a.3	Pupil can read accurately, occasional adult support, by blending GPCs taught at Phase 3 L&S/equivalent.						
1.1.a.4	Pupil can read most common exception words from Phase 3 L&S or equivalent.						
1.1.a.5	Pupil can read some of the common suffixes listed in Appendix 1.						
1.1.a.6	Pupil can read most multi-syllable words containing taught GPCs at Phase 4 L&S or equivalent: e.g. Manchester						
1.1.a.7	represent omitted letters.						
1.1.a.8	Pupil can read aloud phonically decodable texts at Phase 3/4 L&S level or equivalent.						
1.1.a.9	Assessments will be made through 1.1.a.1 to 1.1.a.8						
	Working at the expected standard						
1.1.a.1	Pupil can apply phonic knowledge to decode words: e.g. high, hand, cream, park.						
1.1.a.2	Pupil can speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent.						
1.1.a.3	Pupil can read accurately by blending taught GPCs at Phase 5 L&S or equivalent: e.g.coach, morning, cried.						
1.1.a.4	Pupil can read most common exception words at Phase 5 L&S or equivalent: e.g. their, people, asked.						
1.1.a.5	Pupil can read all common suffixes listed in Appendix 1: e.g. -s, -es, -ing, -ed, -er, -est.						
1.1.a.6	Pupil can read most multi-syllable words containing taught GPCs at Phase 5 L&S or equivalent: e.g. December						
1.1.a.7	hadn't.						
1.1.a.8	Pupil can read aloud phonically decodable texts at age-appropriate level (Phase 5 L&S level or equivalent).						
1.1.a.9	Assessments will be made through 1.1.a.1 to 1.1.a.8						
	Working at greater depth within the expected standard						
1.1.a.1	Pupil can decode words, applying phonic knowledge confidently when they encounter any new word.						
1.1.a.2	letters/groups for 40+ phonemes in a range of contexts.						
1.1.a.3	Pupil can read fluently and accurately blend taught GPS at Phase 5 or equivalent and beyond.						
1.1.a.4	Pupil can automatically read all common exception words at Phase 5 L&S or equivalent.						
1.1.a.5	Pupil can automatically read all common suffixes listed in Appendix 1 in a range of contexts.						
1.1.a.6	Pupil can confidently and consistently read all multi-syllable words contain taught GPCs at Phase 5 L&S/equivalent.						
1.1.a.7	Pupil automatically reads contractions and words with apostrophes to represent omitted letters.						
1.1.a.8	Pupil can read aloud with fluency phonically decodable texts at age-appropriate level.						
1.1.a.9	Assessments will be made through 1.1.a.1 to 1.1.a.8						

Year 2 Comprehension

	Working towards the expected standard						
2.2.a.1	Pupil can listen to and, with support, discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.						
2.2.b.1	Pupil can, with support, recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.						
2.2.b.2	Pupil can recognise some simple recurring literary language in stories and poetry.						
2.2.c.1	Pupil can recall a limited repertoire of poems (less than 5) and can recite parts of some poems, with some intonation to make the meaning clear.						
2.2.d.1	Pupil can, with support, discuss and clarify meanings of words, sometimes linking new meanings to known vocabulary: e.g. recognising the word happy inside the word unhappily.						
2.2.e.1	Pupil can, with support, discuss the order of events in books and can sometimes explain how items of information are related.						
2.2.e.2	Pupil can demonstrate their understanding by sometimes, when prompted, drawing on what they already know or on background information and vocabulary provided by the teacher.						
2.2.e.3	Pupil can sometimes recognise when their reading does not make sense and self-correct.						
2.2.f.1	Pupil can, with support, draw simple inferences based on what is being said and done.						
2.2.f.2	Pupil can sometimes modify their inferences by answering and ask questions.						
2.2.g.1	Pupil can, with support, make suggestions about what will happen next in the story based on what has happened so						
2.2.h.1	Pupil can say some words and phrases they like and begin to say why.						
2.2.i.1	Pupil can distinguish non-fiction books from other genres, they are beginning to identify some key features to help them locate and understand information: e.g. facts, photographs, diagrams, labels.						
2.2.j.1	Pupil can sometimes contribute ideas to discussion; with prompts remembers significant events/key information and, with support, follow rules for effective discussion in groups of 3-4.						
2.2.j.2	Pupil can sometimes explain and discuss their understanding of what they have read, acted out or listened to.						
	Working at the expected standard						
2.2.a.1	Pupil can listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.						
2.2.b.1	Pupil can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy						
2.2.b.2	Pupil can usually recognise simple recurring literary language in stories and poetry.						
2.2.c.1	Pupil has repertoire of poems (approx. 10) and can recite some, with intonation to make the meaning clear.						
2.2.d.1	Pupil can discuss and clarify meanings of words usually linking new meanings to known vocabulary.						
2.2.e.1	Pupil can usually discuss the order of events in books and explain how items of information are related.						
2.2.e.2	Pupil can demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher.						
2.2.e.3	Pupil can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct.						
2.2.f.1	Pupil can usually draw inferences based on what is being said and done.						
2.2.f.2	Pupil can usually modify their inferences by answering and asking questions.						
2.2.g.1	Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language						
2.2.h.1	Pupil can discuss their favourite words and phrases and give reasons for their choice.						
2.2.i.1	Pupil can explain how non-fiction books are used, they can independently identify key features and use these to help them find information: e.g. facts, photographs, diagrams, labels, index, heading.						
2.2.j.1	Pupil can contribute ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6.						
2.2.j.2	Pupil can explain and discuss their understanding of what has been read, acted out or listened to.						
	Working at greater depth within the expected standard						
2.2.a.1	Pupil can listen to, discuss and express views, justifying opinions about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.						
2.2.b.1	Pupil can independently and accurately recount the main events across a wide range of age-appropriate stories, fairy stories and traditional tales in order and with detail.						
2.2.b.2	Pupil can almost always recognise simple recurring literary language in stories and poetry: e.g. identifying rhyming words and alliteration in poetry.						
2.2.c.1	Pupil can recall a repertoire of poems (at least 10, including some which are self-chosen) and can recite some of these with intonation to make the meaning clear.						
2.2.d.1	Pupil can discuss and clarify meanings of words, almost always linking meanings to known vocabulary.						
2.2.e.1	Pupil can almost always discuss the order of events in books and explain how items of information are related.						
2.2.e.2	Pupil can demonstrate their understanding by confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.						
2.2.e.3	Pupil can almost always recognise when their reading does not make sense and self-correct without undue hesitation.						
2.2.f.1	Pupil can almost always draw inferences based on what is being said and done						
2.2.f.2	Pupil can almost always modify inferences by answering and asking questions.						
2.2.g.1	Pupil can readily predict what might happen. All responses are linked closely to the story characters, plot and language						
2.2.h.1	Pupil can discuss their favourite words and phrases justifying their choice.						
2.2.i.1	Pupil can explain the purpose of non-fiction books and how they are different from fiction books. They can quickly and independently identify key features and use these to help them find and understand information.						
2.2.j.1	Pupil confidently contributes a number of ideas to discussion, drawing on all the significant events and most of the key information. They almost always follow the agreed class rules for effective discussion.						
2.2.j.2	Pupil can confidently and accurately explain and discuss their understanding of what they have read, acted out or listened to, justifying their ideas and arguments.						

Year 2 Word Reading

	Criteria	Term 1	Term	Term	Term	Term	Term 6
	Working towards the expected standard						
2.1.a.1	Pupil can read slowly, decoding is laboured but mostly accurate.						
2.1.a.2	Pupil can slowly blend alternative sounds for graphemes.						
2.1.a.3	sometimes read these separately before they combine them.						
2.1.a.4	Pupil can read words with some common suffixes: e.g. started, eating, foxes.						
2.1.a.5	common exception						
2.1.a.6	Pupil can read most familiar words slowly, with some accuracy, but still needs to sound and blend overtly.						
2.1.a.7	Assessments will be made through 2.1.a.1 to 2.1.a.6						
2.1.a.8	Assessments will be made through 2.1.a.1 to 2.1.a.6						
	Working at the expected standard						
2.1.a.1	Pupil can read fluently, decoding is secure (SE)						
2.1.a.2	Pupil can automatically and accurately blend alternative sounds for graphemes (SE)						
2.1.a.3	Pupil can, accurately, identify syllables within a word containing alternative sounds for graphemes. They can usually combine them to read a word: e.g. unicorn, gingerbread.						
2.1.a.4	Pupil can read words with almost all common suffixes: e.g. enjoyment, sadness, careful, hopeless, badly.						
2.1.a.5	Pupil can read almost all common exception words noting unusual correspondences.						
2.1.a.6	Pupil can read most familiar words without undue hesitation and without overt sounding and blending.						
2.1.a.7	Assessments will be made through 2.1.a.1 to 2.1.a.6						
2.1.a.8	Assessments will be made through 2.1.a.1 to 2.1.a.6						
	Working at greater depth within the expected standard						
2.1.a.1	Pupil can read fluently, decoding is automatic and accurate.						
2.1.a.2	Pupil can accurately, automatically and without undue hesitation blend alternative sounds for graphemes.						
2.1.a.3	Pupil can accurately and rapidly read multi-syllabic words containing alternative sounds for graphemes.						
2.1.a.4	Pupil can quickly and accurately read words with all common suffixes.						
2.1.a.5	Pupil can quickly and accurately read all common exception words, noting unusual correspondences.						
2.1.a.6	Pupil can read almost all familiar words without undue hesitation and without overt sounding and blending.						
2.1.a.7	Assessments will be made through 2.1.a.1 to 2.1.a.6						
2.1.a.8	Assessments will be made through 2.1.a.1 to 2.1.a.6						