Reading assessment guidelines

Standard 2   Group name: Names of children:

AF1 Word reading
• read fluently, decoding is secure, e.g. Pupil can, without undue hesitation, read text at Phase 6 L&S or bookband level white or equivalent.
• automatically and accurately blend alternative sounds for graphemes, e.g. know alternative phonemes for /er/: ir as in girl, ur as in turn
• accurately, identify syllables within a word containing alternative sounds for graphemes. They can usually combine them to read a word, e.g. unicorn, gingerbread, handkerchief.
• read words with almost all common suffixes, e.g. enjoyment, sadness, careful, hopeless, badly
• read almost all common exception words noting unusual correspondences, e.g. mind, pretty, prove, would, whole
• read most familiar words without undue hesitation and without overt sounding and blending

AF2 Understanding
• discuss and clarify meanings of words usually linking new meanings to known vocabulary, e.g. painkiller, blackberry, invisible
• usually discuss the order of events in books and explain how items of information are related
• demonstrate their understanding by sometimes, when prompted, drawing on what they already know or on background information and vocabulary provided by the teacher
• monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct, e.g. child reads 'Hansel let the crumbs drop from his hands to make a tail …' self-corrects 'tail' to 'trail'

AF3 Inference
• usually draw inferences based on what is being said and done, e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony!
• usually modify their inferences by answering and asking questions

AF4 Prediction
• usually predict what might happen with responses linked closely to the story characters, plot and language read so far, e.g. I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school

AF5 Non-fiction
• 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

AF6 Authorial intent
• discuss their favourite words and phrases and give reasons for their choice, e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!'

AF7 Familiarity with texts
• independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales
• usually recognise simple recurring literary language in stories and poetry, e.g. 'I'll huff and I'll puff', question and answer patterns in poems, refrains

AF8 Range of reading
• 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

AF9 Poetry and performance
• Pupil has repertoire of poems (approx. 10) and can recite some, with intonation to make the meaning clear

AF10 Discussing reading
• 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, e.g. able to comment on preferences and offer plausible reasons for these
• Pupil can explain and discuss their understanding of what has been read, acted out or listened to, e.g. 'The three little pigs were scared when the wolf knocked on the door because they hid under the table and cuddled together to be safe'

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Text: Commentary (planned key questions, responses, next steps, etc.):

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