



Working towards Early Learning Goals			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Use phonics knowledge to decode some regular CVC words.		
	2. Read some CVC words aloud accurately.		
	3. Read some common exception words from the UFS appendix list.		
	4. Read and understand some simple sentences.		
Comprehension	5. Demonstrate a basic understanding when talking to others about what they have read.		



Early Learning Goals			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Use phonics knowledge to decode regular CVC words.		
	2. Read CVC words aloud accurately.		
	3. Read most common exception words from the UFS appendix list.		
	4. Read and understand simple sentences.		
Comprehension	5. Demonstrate a basic understanding when talking to others about what they have read.		



Working above Early Learning Goals			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Use phonics knowledge to decode CVCC or CCVC words.		
	2. Read CVCC or CCVC words aloud accurately.		
	3. Read all common exception words from the UFS appendix list.		
	4. Read and understand more complex sentences.		
	5. Re-read books with some fluency.		
Comprehension	6. Demonstrate a basic understanding when talking to others about what they have read.		



Year 1 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Respond with the correct sounds to some of the graphemes for all 40+ phonemes.		
	2. Read accurately by blending the sounds in words (usually CVCC and CCVC words) that contain the common graphemes.		
	3. Read some words containing common suffixes from the Year 1 appendix list.		
	4. Read some common exception words from the Year 1 appendix list.		
	5. Re-read books with some fluency.		
Comprehension	6. Answer literal retrieval questions about the text after being given a key word.		
	7. Make simple inferences on the basis of what is being said or done.		



Year 1 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Respond speedily with the correct sounds to graphemes for all 40+ phonemes.		
	2. Read accurately by blending the sounds in words (some more than one syllable) that contain the common graphemes.		
	3. Read most words containing common suffixes from the Year 1 appendix list. (-s, -ing, -ed, -er or -est)		
	4. Read most common exception words from the Year 1 appendix list.		
	5. Read words with contractions.		
	6. Re-read books with some fluency.		
Comprehension	7. Answer literal retrieval questions about the text by finding a key word and reading the sentence that it is in.		
	8. Make simple inferences on the basis of what is being said or done.		



Year 1 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Respond speedily with the correct sounds to graphemes for all 40+ phonemes.		
	2. Read accurately by blending the sounds in words of two or more syllables that contain the common graphemes.		
	3. Read words containing all of the common suffixes from the Year 1 appendix list. (-s, -ing, -ed, -er or -est)		
	4. Read all common exception words from the Year 1 appendix list.		
	5. Read words with contractions and understand that the apostrophe represents the omitted letter.		
	6. Re-read books with fluency.		
Comprehension	7. Answer literal retrieval questions about the text where the answer isn't always in the same sentence as the key word.		
	8. Make simple inferences on the basis of what is being said or done.		



Year 2 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Read accurately by blending the sounds that contain common graphemes for all 40+ phonemes.		
	2. Read accurately some words of two or more syllables that contain the same common graphemes.		
	3. Read many common exception words from the Year 2 appendix list.		
	4. Read aloud many quickly and accurately without overt sounding and blending.		
	5. Sound out many unfamiliar words accurately.		
Comprehension	6. Answer retrieval questions about the text where the answer isn't always in the same sentence as the key word.		
	7. Make inferences on the basis of what is being said or done in a familiar book that is read to them.		



Year 2 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	1. Read accurately by blending and segmenting longer words, especially words with two or more syllables, which contain previously learnt graphemes.		
	2. Read most words containing common suffixes from the Year 2 appendix list. (-ment, -ness, -ful, -less and -ly)		
	3. Read most common exception words from the Year 2 appendix list.		
	4. Read words accurately and fluently without overt sounding and blending.		
	5. Sound out most unfamiliar words accurately without due hesitation.		
	6. Check that the text makes sense to them and correct inaccurate reading.		
Comprehension	7. Answer retrieval questions more quickly in a longer piece of writing by using text markers to help.		
	8. Make some inferences on the basis of what is being said or done.		



Year 2 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word Reading	6. Read accurately by blending and segmenting longer words, especially words with two or more syllables, which contain previously learnt graphemes.		
	7. Read words containing common suffixes.		
	8. Read all common exception words from the Year 2 appendix list.		
	9. Sound out most unfamiliar words accurately without due hesitation.		
	10. Check that the text makes sense to them and correct inaccurate reading.		
Comprehension	11. Answer retrieval questions when the key word isn't in the text.		
	12. Make inferences on the basis of what is being said or done.		
	13. Predict what might happen on the basis of what has been read so far.		
	9. Make links between the book they are reading and other books they have read.		