



Year 3 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts with confidence and fluency.		
	2. Read some common exception words from the LKS2 appendix list.		
Comprehension	3. Work out the meaning of words by finding synonyms for unknown words in a given sentence.		
	4. Answer retrieval questions by giving one precise piece of evidence.		
	5. Infer reasons for actions and events based on a single point in the text. These inferences are sometimes justified with evidence from the text.		
	6. Make basic predictions from what might happen from details stated.		
	7. Identify some key ideas, themes and events within a text that has more than one paragraph.		
	8. Discuss words and phrases that capture the reader's interest with varied success.		



Year 3 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts with confidence and fluency.		
	2. Read many common exception words from the LKS2 appendix list.		
Comprehension	3. Use synonyms to decipher unknown words with a given sentence when provided with multiple-choice options in the answer.		
	4. Answer retrieval questions by giving two pieces of evidence from different parts of a longer text.		
	5. Infer reasons for actions and events based on a single point in the text. These inferences are justified with evidence from the text.		
	6. Predict what might happen from details stated and implied.		
	7. Identify key ideas, themes and events within a text that has more than one paragraph.		
	8. Discuss words and phrases that capture the reader's interest.		



Year 3 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of above age-related texts with confidence and fluency.		
	2. Read many common exception words from the LKS2 appendix list.		
Comprehension	3. Use synonyms to decipher unknown words without multiple-choice options to support the answer.		
	4. Answer retrieval questions by scanning forwards and backwards within a paragraph to find the key word.		
	5. Infer reasons for actions and events based on a single point in the text. These inferences are justified with evidence from the text.		
	6. Predict what might happen from details stated and implied.		
	7. Identify key ideas, themes and events. Summarise the main points from a longer passage.		
	8. Begin to find meaning beyond the literal such as the way the impressions of people are conveyed through the use of detail and the choice of language.		



Year 4 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts with some fluency.		
	2. Read many common exception words from the LKS2 appendix list.		
Comprehension	3. Find phrases to help decipher unknown words within a text.		
	4. Answer retrieval questions by scanning forwards or backwards within a longer paragraph to find a key word.		
	5. Infer through characters' feelings, thoughts and motives. These inferences are justified with some relevant evidence from the text.		
	6. Predict what might happen from details stated and implied.		
	7. Identify some key ideas, themes and events within a text that has more than one paragraph.		
	8. Discuss words and phrases that capture the reader's interest with varied success.		



Year 4 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts with confidence and fluency.		
	2. Read most common exception words from the LKS2 appendix list.		
Comprehension	3. Use phrases to decipher unknown words within a text when provided with multiple-choice options in the answer.		
	4. Answer retrieval questions by giving three pieces of evidence from different parts of the text.		
	5. Infer through characters' feelings, thoughts and motives. These inferences are justified with evidence from the text.		
	6. Predict what might happen from details stated and implied.		
	7. Identify key ideas, themes and events within a text that has more than one paragraph.		
	8. Discuss words and phrases that capture the reader's interest.		



Year 4 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of above age-related texts with confidence and fluency.		
	2. Read all the common exception words from the LKS2 appendix list.		
Comprehension	3. Use phrases to decipher unknown words without multiple-choice options to support the answer.		
	4. Answer retrieval questions by knowing what to do when the key word isn't in the text. This will be achieved by looking for a word or phrase that means the same within the paragraph.		
	5. Infer through characters' feelings, thoughts and motives. These inferences are justified with evidence from the text.		
	6. Predict what might happen from details stated and implied.		
	7. Summarise the main points from a longer passage.		
	8. Comment on the author's choice of language to create moods and build up tension.		



Year 5 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts with some fluency.		
	2. Read some common exception words from the UKS2 appendix list.		
Comprehension	3. Find phrases from the sentence before or after to help decipher unknown words.		
	4. Answer retrieval questions precisely when needing to give three pieces of evidence.		
	5. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.		
	6. Predict what might happen from details stated and implied.		
	7. Identify some key ideas, themes and events within a text.		
	8. Sometimes comment on the author's choice of language to create a mood.		
	9. Start to compare and contrast different texts.		



Year 5 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts with confidence and fluency.		
	2. Read many common exception words from the UKS2 appendix list.		
Comprehension	3. Use phrases which are in the sentence before or after the unknown word to decipher its meaning with multiple-choice answers provided.		
	4. Answer retrieval questions that don't come in the same order of the text by using text markers (illustrations, sub-headings, page references) to help.		
	5. Explain their understanding of what they have read, drawing inferences and justifying these with evidence.		
	6. Predict what might happen from details stated and implied.		
	7. Identify key ideas, themes and events within a text.		
	8. Comment on the use and the effect of the author's language.		
	9. Start to compare, contrast and evaluate different texts.		



Year 5 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of above age-related texts (including whole novels) with confidence and fluency.		
	2. Read many common exception words from the UKS2 appendix list.		
Comprehension	3. Use phrases which are in the sentence before or after the unknown word to decipher its meaning without multiple-choice answers provided.		
	4. Answer retrieval questions by scanning forwards and backwards outside of a paragraph.		
	5. Explain their understanding of what they have read, drawing inferences and justifying these with evidence.		
	6. Predict what might happen from details stated and implied.		
	7. Summarise some of the main ideas, identifying some key details and using quotations for illustration.		
	8. Comment on the use and the effect of the author’s language.		
	9. Compare, contrast and evaluate different texts.		



Year 6 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts (including whole novels) with some fluency.		
	2. Read many common exception words from UKS2 appendix list.		
Comprehension	3. Find phrases from the sentence before or after to help decipher unknown words.		
	4. Retrieve information precisely even when the layout of the question (ring or tick the correct answer) has been altered.		
	5. Explain their understanding of what they have read, drawing inferences and justifying these with evidence.		
	6. Predict what might happen from details stated and implied.		
	7. Summarise some of the main ideas, identifying some key details and using quotations for illustration.		
	8. Evaluate how authors use language considering the impact on the reader.		
	9. Make some comparisons within and across books.		



Year 6 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of age-appropriate texts (including whole novels) with confidence and fluency.		
	2. Read most common exception words from the UKS2 appendix list.		
Comprehension	3. Use phrases which are in the sentence before or after the unknown word to decipher its meaning with multiple-choice answers provided.		
	4. Retrieve information by using temporal conjunctions to quickly find the part of the text that is needed.		
	5. Explain their understanding of what they have read, drawing inferences and justifying these with evidence.		
	6. Predict what might happen from details stated and implied.		
	7. Summarise main ideas, identifying key details and using quotations for illustration.		
	8. Evaluate how authors use language, including figurative language, considering the impact on the reader.		
	9. Make comparisons within and across books.		



Year 6 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	1. Read a range of above age-related texts (including whole novels) with confidence and fluency.		
	2. Read all common exception words from the UKS2 appendix list.		
Comprehension	3. Use phrases which are in the sentence before or after the unknown word to decipher its meaning without multiple-choice answers provided.		
	4. Retrieve information, by finding a synonym or an antonym, when the key word isn't in the text.		
	5. Explain their understanding of what they have read, drawing inferences and justifying these with evidence.		
	6. Predict what might happen from details stated and implied.		
	7. Explain the structural devices the author has used to organise the text.		
	8. Comment on the genre-specific language the author has used to convey information.		
	9. Compare and contrast the styles of different writers.		