

| Programme of Study for Reading: Stage 1 | | Class..... | |
|---|----------------------|---------------------|------------------|
| To inform judgement when awarding the statement, refer to the Kite Assessment texts for stage 1 | | | |
| Partly achieved | . | Mostly achieved | / Fully achieved |
| | | | X |
| 1. Apply phonic knowledge and skills as the route to decode words | | | |
| 2. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | | | |
| 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | | | |
| 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | | |
| 5. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings | | | |
| 6. Read other words of more than one syllable that contain taught GPCs | | | |
| 7. Read words with contractions and understand that the apostrophe represents the omitted letter(s) | | | |
| 8. Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words | | | |
| 9. Re-read these books to build up their fluency and confidence in word reading | | | |
| 10. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | | | |
| 11. Being encouraged to link what they read or hear read to their own personal experiences | | | |
| 12. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | | | |
| 13. Recognising and joining in with predictable phrases | | | |
| 14. Learning to appreciate rhymes and poems, and able to recite some by heart | | | |
| 15. Discussing word meanings, linking new meanings to those already known | | | |
| 16. Drawing on what they already know or on background information and vocabulary provided by the teacher | | | |
| 17. Checking that the text makes sense to them as they read and correcting inaccurate reading | | | |
| 18. Discussing the significance of the title and events | | | |
| 19. Making inferences on the basis of what is being said and done | | | |
| 20. Predicting what might happen on the basis of what has been said so far | | | |
| 21. Participate in discussion about what is read to them, taking turns and listening to what others say | | | |
| 22. Explain clearly their understanding of what is read to them | | | |
| 1-6: St 1 emerging | 7-12 St 1 developing | 13-18 St 1 securing | 19-22 St 2 ready |

Programme of Study for Reading: Stage 2 Class:

Teacher Assessment Framework 2017-8 only

To inform judgement when awarding the statement, refer to the Kite Assessment texts for stage 2

| Partly achieved | . | Mostly achieved | / | Fully achieved | X |
|--|----------------------|---------------------------------|---|---------------------------------|---|
| Working towards grey | | Working at expected grey + gold | | Greater depth grey+gold + green | |
| 1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent | | | | | |
| 2. Read accurately by blending the sounds in words that contain the graphemes (for all 40+ phonemes – Appendix 1) taught so far, especially recognising alternative sounds for graphemes | | | | | |
| 3. Read accurately (some) (most) words of two or more syllables that contain the same graphemes as above | | | | | |
| 4. Read (most) words containing common suffixes | | | | | |
| 5. Read (many) (most) further common exception words, noting unusual correspondences between spelling and sound where these occur in the word | | | | | |
| 6. Read (many) most words quickly and accurately (and fluently e.g. over 90 words per minute), without overt sounding and blending, when they have been frequently encountered | | | | | |
| 7. Read aloud books closely matched to their improving phonic knowledge, sounding out (many) (most) unfamiliar words accurately, automatically and without undue hesitation | | | | | |
| 8. Re-read these books to build up their fluency and confidence in word reading | | | | | |
| 9. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | | | | | |
| 10. Discussing the sequence of events in books and how items of information are related | | | | | |
| 11. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | | | | | |
| 12. Being introduced to non-fiction books that are structured in different ways | | | | | |
| 13. Recognising simple recurring literary language in stories and poetry | | | | | |
| 14. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases | | | | | |
| 15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | | | | | |
| 16. Drawing on what they already know or on background information and vocabulary provided by the teacher | | | | | |
| 17. Checking that the text makes sense to them as they read and correcting inaccurate reading | | | | | |
| 18. Making inferences on the basis of what is being said and done (in a familiar book that is read to them). (In a familiar book that they can already read accurately and fluently). (In a book they are reading independently). | | | | | |
| 19. Answering and asking questions | | | | | |
| 20. Predicting what might happen on the basis of what has been read so far | | | | | |
| 21. Participate in discussion about 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 | | | | | |
| 22. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. In a book they are reading independently, make links between the book they are reading and others they have read. | | | | | |
| 1-6: St 2 emerging | 7-12 St 2 developing | 13-18 St 2 securing | | 19-22 St 3 ready | |

| Programme of Study for Reading: Stage 3 | | Class: | |
|---|----------------------|---------------------|------------------|
| To inform judgement when awarding the statement, refer to the Kite Assessment texts for stage 3 | | | |
| Partly achieved | . | Mostly achieved | / |
| | | | Fully achieved |
| | | | X |
| 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet | | | |
| 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | |
| 3 Read accurately and at speed to focus on understanding. (Books at the level of the Kite assessment texts). | | | |
| 4. Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books | | | |
| 5. Reading books that are structured in different ways and reading for a range of purposes | | | |
| 6. Using a dictionary to check the meaning of words that they have read | | | |
| 7. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | | | |
| 8 Show that they can use the library to select age-appropriate books to read from different authors/genre. | | | |
| 9. Identifying themes in a wide range of books (e.g. triumphs of good over evil; use of magical devices in fairy stories and folk tales). | | | |
| 10 Identify conventions in a wide range of books. (E.g. greetings in letters, first person in diary; use of presentational devices such as numbering and headings in instructions). | | | |
| 11. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | | | |
| 12. Discussing words and phrases that capture the reader's interest and imagination | | | |
| 13. Recognising some different forms of poetry (e.g. free verse, narrative poetry) | | | |
| 14. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | | | |
| 15. Asking questions to improve their understanding of a text | | | |
| 16. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | |
| 17. Predicting what might happen from details stated and implied | | | |
| 18. Identifying main ideas drawn from more than one paragraph and summarise these | | | |
| 19. Identifying how language, structure and presentation contribute to meaning | | | |
| 20. Retrieve and record information from non-fiction | | | |
| 21 Use the contents and index to find information from non-fiction. | | | |
| 22. 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 | | | |
| 1-6: St 3 emerging | 7-12 St 3 developing | 13-18 St 3 securing | 19-22 St 4 ready |

| Programme of Study for Reading: Stage 4 | | Class: | |
|--|----------------------|---------------------|------------------|
| To inform judgement when awarding the statement, refer to the Kite Assessment texts for stage 4 | | | |
| Partly achieved | . | Mostly achieved | / |
| | | | Fully achieved |
| | | | X |
| 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet | | | |
| 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | |
| 3. Listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books | | | |
| 4. Reading books that are structured in different ways and reading for a range of purposes | | | |
| 5. Using a dictionary to check the meaning of words that they have read | | | |
| 6. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | | | |
| 7. Use the library to select age-appropriate books to read from authors they may not have read before. | | | |
| 8. Identifying themes and conventions in a wide range of books | | | |
| 9. Preparing simple poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action | | | |
| 10 Take part in a performance to a group using the appropriate volume and action | | | |
| 11. Discussing words and phrases that capture the reader's interest and imagination | | | |
| 12. Recognising some different forms of poetry (e.g. free verse, narrative poetry) | | | |
| 13. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | | | |
| 14. Asking questions to improve their understanding of a text | | | |
| 15. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | |
| 16. Predicting what might happen from details stated and implied | | | |
| 17. Identifying main ideas drawn from more than one paragraph and summarise these | | | |
| 18. Identifying how language, structure and presentation contribute to meaning | | | |
| 19. Retrieve and record information from non-fiction | | | |
| 20 Plan what information to collect for a research project. | | | |
| 21 Participate in a discussion by planning questions and responding appropriately. | | | |
| 22. 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 | | | |
| 1-6: St 4 emerging | 7-12 St 4 developing | 13-18 St 4 securing | 19-22 St 5 ready |

| Programme of Study for Reading: Stage 5 | | | Class: | | |
|---|----------------------|---------------------|------------------|----------------|---|
| To inform judgement when awarding the statement, refer to the Kite Assessment texts for stage 5 | | | | | |
| Partly achieved | . | Mostly achieved | / | Fully achieved | X |
| 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet | | | | | |
| 2. Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref or textbooks | | | | | |
| 3. Reading books that are structured in different ways and reading for a range of purposes | | | | | |
| 4. Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions | | | | | |
| 5. Recommending books that they have read to their peers, giving reasons for their choices | | | | | |
| 6. Identifying and discussing themes and conventions in and across a wide range of writing | | | | | |
| 7. Making comparisons within and across books | | | | | |
| 8. Learning a wider range of poetry by heart | | | | | |
| 9. Preparing 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 | | | | | |
| 10. Check the book makes sense to them, discuss their understanding, explore the meaning of words in context | | | | | |
| 11. Asking questions to improve their understanding | | | | | |
| 12. Draw inferences (characters' feelings, thoughts & motives) from their actions, & justify with evidence | | | | | |
| 13. Predicting what might happen from details stated and implied | | | | | |
| 14. Summarise main ideas drawn from more than 1 paragraph, identify key details that support the main ideas | | | | | |
| 15. Identifying how language, structure and presentation contribute to meaning | | | | | |
| 16. Discuss & evaluate how authors use language, inc figurative language, considering the impact on the reader | | | | | |
| 17. Distinguish between statements of fact and opinion | | | | | |
| 18. Retrieve, record and present information from non-fiction | | | | | |
| 19. 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 courteously | | | | | |
| 20. 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 | | | | | |
| 21. Provide reasoned justifications for their views | | | | | |
| 22. Consider different accounts of the same event and discuss viewpoints. | | | | | |
| 1-6: St 5 emerging | 7-12 St 5 developing | 13-18 St 5 securing | 19-22 St 6 ready | | |

| Programme of Study for Reading: Stage 6 Framework 2017-8 only To inform judgement when awarding the statement, refer to the Kite Assessment texts for stage 6 | | All gold statements must be evidenced to achieve working at the expected standard. | | | |
|--|----------------------|--|------------------|----------------|---|
| Partly achieved | . | Mostly achieved | / | Fully achieved | X |
| 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet | | | | | |
| 2. Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref or textbooks (Read age- appropriate books with confidence and fluency (including whole novels)) | | | | | |
| 3. Reading books that are structured in different ways and reading for a range of purposes | | | | | |
| 4. Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions | | | | | |
| 5. Recommending books that they have read to their peers, giving reasons for their choices | | | | | |
| 6. Identifying and discussing themes and conventions in and across a wide range of writing | | | | | |
| 7. Making comparisons within and across books | | | | | |
| 8. Learning a wider range of poetry by heart | | | | | |
| 9. Preparing 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 | | | | | |
| 10. Check the book makes sense to them, discuss their understanding, explore the meaning of words in context | | | | | |
| 11. Asking questions to improve their understanding | | | | | |
| 12. Draw inferences (characters' feelings, thoughts & motives) from their actions, & justify with evidence | | | | | |
| 13. Predicting what might happen from details stated and implied | | | | | |
| 14. Summarise main ideas drawn from more than 1 paragraph, identify key details that support the main ideas. | | | | | |
| 15. Use quotations for illustration to justify opinion and to support ideas drawn from the text | | | | | |
| 16. Identifying how language, structure and presentation contribute to meaning | | | | | |
| 17. Discuss & evaluate how authors use language, inc figurative language, considering the impact on the reader | | | | | |
| 18. Distinguish between statements of fact and opinion | | | | | |
| 19. Retrieve, record and present information from non-fiction | | | | | |
| 20. 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 courteously | | | | | |
| 21. 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. | | | | | |
| 22. Provide reasoned justifications for their views. | | | | | |
| 1-6: St 6 emerging | 7-12 St 6 developing | 13-18 St 6 securing | 19-22 St 7 ready | | |