

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		