

Filleigh Primary School Reading Expectations: Year 1.

Statements from Babcock Reading Assessment 2016 marked with letters. Numbers link to School Pupil Tracker.

End of year expectations: Phonically decodable texts – phase 5. Book bands: turquoise+

<u>Decoding.</u>		(19)	Infer - In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.
A (8)	Apply phonic knowledge and skills to decode words: - Blend accurately and speedily using known graphemes	(20)	Predict - With support can link own experiences to what they read. Make predictions about reading: - from a title and front cover of a book. - on the basis of what has been read so far
B (9)	- Re-read with fluency and confidence	(15)	Clarify - Discuss word meanings, making links to known vocabulary.
C	- Read accurately		Question - Raise simple questions about texts they read and that are read to them.
D (17)	- Recognise when a word does not make sense		Answer simple, information retrieval questions about texts.
E	Read common exception words accurately.	(18)	Summarise - Link title to key events in a text.
F (5)	<i>Read words containing taught GPC's and –s, -es, -ing, -ed, -er and –est endings.</i>	(13)	Language for Effect - Recognise and join in with predictable phrases.
G (7)	<i>Read words with contractions, for example we'll, I'll, I'm.</i>	(12)	Themes and Conventions - Retell familiar stories and rhymes and talk about their key features.
(2)	<i>Respond speedily with the correct sound to graphemes for all 40+phonemes, including alternate sounds.</i>	SPTO (14)	Learn to appreciate some rhymes and poems and recite some by heart.
(6)	<i>Read words of more than one syllable.</i>	SPTO (11)	<i>Develop pleasure in reading and start to link what they have read to own experiences.</i>
<u>Comprehension.</u>			
H (10)	Reading for pleasure - Participate actively in listening and sharing a wide range of books.		
I	Choose to read.		
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Filleigh Primary School Guided Record Sheet: Year 2.

Statements from Babcock Reading Assessment 2016 marked with letters. Numbers link to School Pupil Tracker.

End of year expectations: AR level 1.9+ Book bands: gold+ Reading age 7.0 +

Decoding.		(21)	Predict what might happen on the basis of what has been read so far.
A	Read age-appropriate books: -sounding out unfamiliar words	(14)	Clarify - Discuss and clarify the meaning of words to understand texts further.
B	- beginning to self-correct		In familiar books, check that it makes sense.
C (2)	Read most words quickly and accurately without blending out loud, e.g over 90 words per minute	(20)	Question - Ask and answer questions about texts.
D	Begin to read silently with understanding.	(10)	Summarise - Identify and explain the sequence of events in texts.
E (1, 2)	Read accurately, automatically and without undue hesitation including: - Words of 2 or more syllables	(13)	Language for Effect - Identify simple literary language in stories and poetry.
F (4)	- Words containing common suffixes including –ing, -ed.	(15)	Discuss favourite words and phrases and their impact on the meaning.
G (5)	- Most common exception words		Themes and Conventions - Identify key aspects of texts, e.g. .fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary
Comprehension.			With support, justify personal response to texts.
H	Reading for Pleasure Read independently, demonstrating increasing stamina.	SPTO (16)	Develop vocabulary and understanding by continuing to build up repertoire of poems learned by heart. Recite some with appropriate intonation to make meaning clear.
I	Show developing preferences through book choice.		
J (19)	Infer - Make inferences from texts that they read themselves, on the basis of - what's being said and done - cause and effect		
K	drawing on what they already know or on background information or vocabulary (provided by the teacher).		

Filleigh Primary School Guided Record Sheet: Year 3/4.

Statements from Babcock Reading Assessment 2016. Numbers link to School Pupil Tracker.

End of year expectations: **Year 3** AR level 2.9+ Book band Sapphire+ Reading Age: 8+ **Year 4** AR level 3.9+ Reading Age: 9+

Decoding.		M (12)	Questioning - ask and answer questions to improve understanding of a text.
A (1)	Decode most new words outside of spoken vocabulary.	N (17)	Summarising - identify main ideas drawn from more than one paragraph and summarise these.
B (1)	Read longer words with support.	O (17)	Retrieve and record information from non-fiction
C (2)	Use the context of a sentence to read unfamiliar words.	P (3 & 10)	Language for effect Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.
D	Self -correct consistently	Q (9)	Discuss words and phrases that engage the reader
E (11)	Read simple chapter books independently and silently.	R (9)	Give extended explanations of the impact of language choices on meaning.
Comprehension: Reading for Pleasure		S (7)	Themes and convention Begin to make connections between texts.
F(3& 11)	Read for a range of purposes independently.	T (7)	Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.
G	Choose appropriate texts with support.	U (7)	. Begin to identify conventions of different types of writing.
H (3, 16, 18)	Demonstrate engagement with reading: - reading for sustained periods of time; complete books; engaging actively in book discussion; respond to reading in a written form	V (7)	Comment on the use of conventions in different types of writing.
I (13)	Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.	(8)	SPTO: Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to more confidently read aloud and perform, increasingly showing understanding through intonation, tone, volume and action.
J (14)	Predict - what might happen from details stated and implied based on: content, or simple themes/ text types		
K (14)	Justify predictions with evidence		
L (5)	Clarify - use dictionaries to check the meanings of words they have read.		

Filleigh Primary School Guided Record Sheet: Year 5/6.

Statements from Babcock Reading Assessment 2016 marked with letters. Numbers link to School Pupil Tracker Year 6 observation form.

End of year expectations: **Year 5:** AR 4.9+ RA 10+ **Year 6:** AR 5.9+ RA 11+

<u>Decoding.</u>		M (11)	Question - Ask and answer questions to improve understanding of themes and authorial intent.
A (1)	Read age-appropriate books with confidence and fluency, including whole novels	N (14)	Summarise - Identify and summarise main ideas from across a text.
B (1)	Use a range of reading strategies to work out any unfamiliar word.	O (14)	Identify key details that support main ideas using quotation for illustration
C (9)	Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	P (18)	Retrieve, record and present key information from non-fiction.
<u>Comprehension.</u>		Q (15)	Language For Effect - Discuss how the structural and presentational choices impact on meaning, theme and purpose.
D (2)	Reading for Pleasure Read a broader range of texts including those from literary heritage and more challenging texts.	R (16)	Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.
E (5)	Recommend books they have read to their peers, giving reasons for their choices.	T (6 & 4)	Themes and conventions - Identify the themes and conventions of a range of texts.
F (19)	Demonstrate continuing engagement with reading: <ul style="list-style-type: none"> • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance. 	U (6)	Discuss/comment on themes and conventions in different genres and forms.
G (12)	Infer - Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.	V (7)	Make comparisons and contrasts within and across texts.
H (13)	Predict - Predict what might happen from details stated and implied based on: <ul style="list-style-type: none"> - themes - conventions - knowledge about the author - genres 	W	Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.
I (10)	Clarify - Give the meaning of words in context.	X (21)	Provide reasoned justifications for opinions about a book.
J (10)	Explore and explain the meaning of words in context	SPT	Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart.
K (17)	Distinguish between fact and opinion.	SPT	Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
L	Clarify concepts and ideas at sentence, paragraph and whole text level.		