

READING ASSESSMENT TOOL

- Appendix includes: Statutory word lists (Y3 to Y6) from National Curriculum and the non-statutory International Phonetic Alphabet (IPA)

| | Word Reading | Comprehension |
|--------------------|--|--|
| Pre-Band 1 | <ul style="list-style-type: none">• Can distinguish between print or symbols and pictures in texts• Can match letters and short words• Can understand that their name is made up of letters• Can recognise at least half the letters of the alphabet by shape, name or sound• Can select and recognise or read a number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions | <ul style="list-style-type: none">• Can show enjoyment of favourite stories, rhymes, songs, poems or jingles• Can repeat words or phrases from familiar stories• Can fill in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’• Can show an interest in illustrations and print in books and print in the environment• Can show awareness of rhyme, rhythm and alliteration in spoken words• Can begin to anticipate and respond to key events and phrases in rhymes and stories (P4)• Can listen to and join in with stories with increasing attention and recall• Can describe main story settings, events and characters• Can select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them• Can understand that words, symbols and pictures convey meaning• Can begin to show some understanding of how books work, for example, turning pages and holding the book the right way up• Can understand the conventions of reading, for example, following text left to right, top to bottom and page following page• Can follow a story without pictures or props• Can begin to make simple predictions of a narrative e.g. suggest how a story might end• Can understand the significance of the title and events within a book• Can use predictable phrases to retell a story e.g. once upon a time• Can say some simple rhymes and poems and joins in reciting them with others• Can show some understanding of word meaning through discussion• Can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.• Can begin to answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.• Can show an understanding of text that has been read and listened to, by contributing to discussion and making links to own experiences, background information and vocabulary provided |
| Band 1 (Year 1) | <ul style="list-style-type: none">• Can read all YR and some Y1 high frequency word lists.• Can say quickly the sound of all the letters and letter groups• Can read new words correctly by segmenting and blending the letter and letter group sounds I have been taught• Can read some common tricky/ exception words and see where the letter sounds are different• Can read words which have endings -s, -es, -in, -ed, and -est• Can read words of more than one syllable using sounds that I have been taught• Can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters• Can beginning to use expression to show awareness of punctuation (full stops) | <ul style="list-style-type: none">• Can explain the meaning of words that I know and I can talk about the meaning of new words.• Can listen attentively and can talk about stories at an appropriate interest level.• Can use pictures (unprompted) and texts to identify meaning.• Can sometimes talk about main points or key events in a simple text.• Can begin to make predictions based on titles, text, blurb and / or pictures.• Can enjoy and understand rhymes and poems, and can recite some by heart• Can usually spot if a word has been read wrongly by following the sense of the text• Can, with support, find information to help answer simple, literal questions, in texts at an appropriate reading grade (may be using picture clues if not prompted).• Can begin to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...).• Can retell known stories, including significant events / main ideas in sequence.• Can make plausible predictions about the plot of an unknown story, using the text and other book features.• Can make plausible predictions about characters, using knowledge of the story and own experiences...• Can answer simple questions / find information in response to a direct, literal question.• Can express opinions about main events and characters in stories, e.g. good and bad characters |

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| Band 2 (Year 2) | <ul style="list-style-type: none"> Can read the year 2 statutory word list Can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters Can use a range of phonic strategies to read unknown regular words Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant). Can read further common tricky/ exception words and see where the sounds do not match Can read most words quickly and accurately without needing to sound and blend words I have seen before Can read a text (age appropriate), Can identify when reading does not make sense and self-corrects in order for the text to make sense. Can read aloud, taking into account . ? ! | <ul style="list-style-type: none"> Can explain the meaning of words that I know and I can ask about the meaning of new words Can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. Can change my voice when reading a poem to make it clearer Can begin to distinguish between fiction and non-fiction. Can use the front cover and book title as well as illustrations and the words inside to make reading choices Can summarise a story, giving the main points clearly in sequence. Can relate stories / texts to their own experiences, including story settings and incidents. Can locate specific information on a given page in response to a direct question. Can comment on obvious characteristics and actions of characters in stories Can locate some specific information e.g. key events, characters' names etc. or key information on a non-fiction page. Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb). Can compare similarities and differences between texts / books in terms of characters, settings and themes. Can provide simple explanations about events or information (e.g. why a character acted in a particular way). Can find the answers to questions, both written and oral. Can discuss reasons for events in stories by beginning to use clues in the story. Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). Can demonstrate how to use information books (by using layout, index, contents page, glossary). |
| Band 3 (Year 3) | <ul style="list-style-type: none"> Can read the year 3 statutory word list Can read further tricky/exception words including words that do not follow spelling patterns Can read an age appropriate text fluently and accurately Can use my knowledge of root words to read and understand the meaning of new words which have suffixes (ly) and prefixes (e.g dis,mis, il, im,ir) Can read words with contractions, e.g. I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s). Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,). | <ul style="list-style-type: none"> Can talk about how different words and phrases affect meaning. Can explain the meaning of ambitious words in context e.g. despair, marvel (including words with common prefixes and suffixes e.g. undecided, forgetful). Can express preferences about my reading and compare text. Can read aloud poems and perform play scripts Can summarise and explain the main points in a text, referring back to the text to support this. Can ask questions about the texts that I have read to help me understand them Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text. Can explain how and why main characters act in certain ways in a story, using evidence from the text. Can understand the purpose of a paragraph / chapter (the way in which writers use paragraphs and chapters to group related ideas together). Can identify where language is used to create mood, build tension or paint a picture. Can begin to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions. Can discuss how characters are built from small details. Can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act. Can, when prompted, justify and elaborate on opinions and predictions, referring back to the text for evidence. Can begin to distinguish between fact and opinion in texts. Can use non-fiction texts to find out information on a subject Can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations). |

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| Band 4 (Year 4) | <ul style="list-style-type: none"> Can read most Y4 high frequency words Can read and decode further exception words accurately including words that do not follow spelling patterns Can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words Can read a range of age appropriate texts fluently and accurately. Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue. | <ul style="list-style-type: none"> Can work out the meaning of new words using context Can use a dictionary to check the meaning of words Can discuss and show understanding of the different types/features of poetry e.g. free verse and narrative poetry (alliteration, onomatopoeia, rhyme, personification) Can ask and answer questions about what I have read to help me understand age appropriate texts Can recognise how a character is presented in different ways and respond to this with reference to the text. Can predict what will happen in a text using details I have already read to help me Can summarise what has happened in a text Can comment on the author's choice of language to create mood and build tension. Can begin to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act. Can begin to identify differences between different fiction genres. Can begin to distinguish between fact and opinion in texts. Can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph chapter in fiction). |
| Band 5 (Year 5) | <ul style="list-style-type: none"> I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. Can understand and explain the function of sophisticated punctuation (... ; : - () and ' for contraction and possession and " " for direct speech). | <ul style="list-style-type: none"> Can discuss the potential meanings of ambitious vocabulary using the context (using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix)) Can prepare poems and plays to read aloud and perform. I can change my voice to make the writing sound more interesting to listen to and make the meaning clear. Can summarise the main ideas and themes in a text Can recognise how a character is presented in different ways and respond to this with reference to the text. Can explain my thoughts with evidence from the text Can begin to discuss and compare themes, structures, issues, characters and plots within a book and between different books Can ask sensible and interesting questions about the texts to help me understand them more Can read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act Can use clues from action, description and dialogue to establish meaning. Can, when prompted, justify and elaborate on opinions and predictions, referring back to the text for evidence. Can talk about why authors use language, including figurative language, and the impact it has on the reader Can tell the difference between statements of fact and opinion Can skim and scan to identify key ideas in text Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). |

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|------------------------|---|---|
| Band 6 (Year 6) | <ul style="list-style-type: none"> Can read aloud and understand the meaning of the words on the Year 5/6 list Can work out the meaning of unknown words from the way they are used in context. Can understand and explain the function of sophisticated punctuation (... ; - () and ' for contraction and possession and " " for direct speech). | <ul style="list-style-type: none"> Can understand how language, structure and presentation contribute to meaning of a text Can talk about how authors use language, including figurative language and the impact it has on the reader Can read, understand and learn from a wide range of poetry and can learn longer poems by heart Can recognise the different text features within a variety of mixed-genre texts. Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc.). Can show my understanding of texts by summarising the main ideas, finding key details as evidence to support my views Can compare the structure of different stories to discover how they differing pace, build up, sequence, complication and resolution. Can explore alternatives that could have occurred in texts (e.g. a different endings), referring to text to justify their ideas. Can infer meaning, using evidence from the text and wider experiences. Can discuss and compare themes, structures, issues, characters and plots within a book and between different books Can read between the lines using clues from action, dialogue and description to understand and explain different characters' points of view/actions. Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. Can locate information by skimming (for a general impression) and scanning (to locate specific information). Can quote directly from the text to answer questions. Can identify and explain the difference between fact and opinion. Can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes. Can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary). |
| Band 7 (Year 7) | <ul style="list-style-type: none"> Can work out the meaning of unknown words from the way they are used in context. Can read aloud with pace, fluency and expression, taking punctuation and authorial intent into account. | <ul style="list-style-type: none"> Can learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries Can read critically through knowing how language including figurative, vocab choice, grammar and text structure and organisation features presents meaning. Can read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors Can infer messages moods, feelings and attitudes across a text in age appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied). Can know the purpose, audience for and context of writing and draw on this knowledge to support comprehension Can read critically through recognising a range of poetic conventions and understanding how these have been used Can read critically through understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Can refer to the text to support predictions and opinion (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.) Can explain a character's motives throughout a story and use evidence from the text to back up opinions. Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts). Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this. Can skim and scan non-fiction texts to speed up research. |

Appendix – Word Lists

| | | | | | |
|-----------------------------|----------------|--------------------------|---------------|----------------|-----------------|
| Word List for Bands 3 and 4 | accident(ally) | continue | group | natural | question |
| | actual(ly) | decide | guard | naughty | recent |
| | address | describe | guide | notice | regular |
| | answer | different | heard | occasion(ally) | reign |
| | appear | difficult | heart | often | remember |
| | arrive | disappear | height | opposite | sentence |
| | believe | early | history | ordinary | separate |
| | bicycle | earth | imagine | particular | special |
| | breath | eight/eighth | increase | peculiar | straight |
| | breathe | enough | important | perhaps | strange |
| | build | exercise | interest | popular | strength |
| | busy/business | experience | island | position | suppose |
| | calendar | experiment | knowledge | possess(ion) | surprise |
| | caught | extreme | learn | possible | therefore |
| | centre | famous | length | potatoes | though/although |
| | century | favourite | library | pressure | thought |
| | certain | February | material | probably | through |
| | circle | forward(s) | medicine | promise | various |
| | complete | fruit | mention | purpose | weight |
| | consider | grammar | minute | quarter | woman/women |
| Word List for Bands 5 and 6 | accommodate | competition | existence | muscle | rhyme |
| | accompany | conscience* | explanation | necessary | rhythm |
| | according | conscious* | familiar | neighbour | sacrifice |
| | achieve | controversy | foreign | nuisance | secretary |
| | aggressive | convenience | forty | occupy | shoulder |
| | amateur | correspond | frequently | occur | signature |
| | ancient | criticise (critic + ise) | government | opportunity | sincere(ly) |
| | apparent | curiosity | guarantee | parliament | soldier |
| | appreciate | definite | harass | persuade | stomach |
| | attached | desperate | hindrance | physical | sufficient |
| | available | determined | identity | prejudice | suggest |
| | average | develop | immediate(ly) | privilege | symbol |
| | awkward | dictionary | individual | profession | system |
| | bargain | disastrous | interfere | programme | temperature |
| | bruise | embarrass | interrupt | pronunciation | thorough |
| | category | environment | language | queue | twelfth |
| | cemetery | equip (–ped, –ment) | leisure | recognise | variety |
| | committee | especially | lightning | recommend | vegetable |
| | communicate | exaggerate | marvellous | relevant | vehicle |
| | community | excellent | mischiefous | restaurant | yacht |

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Appendix – International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix ([English Appendix 1](#)). The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

| Consonants | |
|------------|--------------------------------|
| /b/ | bad |
| /d/ | dog |
| /ð/ | this |
| /dʒ/ | gem, jug |
| /f/ | if, puff, photo |
| /g/ | gum |
| /h/ | how |
| /j/ | yes |
| /k/ | cat, check, key, school |
| /l/ | leg, hill |
| /m/ | man |
| /n/ | man |
| /ŋ/ | sing |
| /θ/ | both |
| /p/ | pet |
| /r/ | red |
| /s/ | sit, miss, cell |
| /ʃ/ | she, chef |
| /t/ | tea |
| /tʃ/ | check |
| /v/ | vet |
| /w/ | wet, when |
| /z/ | zip, hens, buzz |
| /ʒ/ | pleasure |

| Vowels | |
|--------|--------------------------------------|
| /a:/ | father, arm |
| /ɒ/ | hot |
| /æ/ | cat |
| /ai/ | mind, fine, pie, high |
| /aʊ/ | out, cow |
| /ɛ/ | hen, head |
| /eɪ/ | say, came, bait |
| /ɛə/ | air |
| /əʊ/ | cold, boat, cone, blow |
| /ɪ/ | hit |
| /ɪə/ | beer |
| /i:/ | she, bead, see, scheme, chief |
| /ɔ:/ | launch, raw, born |
| /ɔɪ/ | coin, boy |
| /ʊ/ | book |
| /ʊə/ | tour |
| /u:/ | room, you, blue, brute |
| /ʌ/ | cup |
| /ɜ:/ | fern, turn, girl |
| /ə/ | farmer |