

English READING Assessment Grid

Assessment areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading; including decoding of text	<ul style="list-style-type: none"> Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words (ELG 9) 	<ul style="list-style-type: none"> Uses phonic knowledge to accurately blend sounds in familiar and unfamiliar words containing known GPCs Accurately read all 40+ phonemes Some common exception words read automatically Reads fluently and confidently books which are matched to phonic knowledge 	<ul style="list-style-type: none"> Most words read fluently, with unfamiliar words attempted through decoding Recognises alternative sounds for graphemes and applies this knowledge when decoding Most common exception words read automatically Reads fluently and automatically books matched to phonic knowledge 	<ul style="list-style-type: none"> Most words read fluently, with unfamiliar words accurately decoded Most common exception words read accurately including those with unusual correspondences between spellings and sounds 	<ul style="list-style-type: none"> Most common exception words read accurately including those with unusual correspondences between spellings and sounds Reading aloud demonstrates fluency and expression Discusses how knowledge of root words, prefixes and suffixes supports them in understanding the meaning of new words 	<ul style="list-style-type: none"> Effectively uses a range of reading strategies to appropriately access different types of text Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words 	<ul style="list-style-type: none"> Effectively uses a range of reading strategies to appropriately access different types of text Accurately applies knowledge of morphology and etymology to gain meaning of new words
Engagement with a range of texts	<ul style="list-style-type: none"> Listen to stories, accurately anticipating key events (ELG 1) Joins in with familiar stories, rhymes, poems and non-fiction texts Demonstrate understanding when talking with others about what they have read (ELG 9) 	<ul style="list-style-type: none"> Listens to and discusses a wide range of poems, stories and non-fiction texts Selects own stories and justifies the selection Participates in discussion about what is read to them and listens to what others have to say 	<ul style="list-style-type: none"> Listens to and discusses a wide range of stories, poems, plays and information books Responds to text discussing preferences with reference to favourite characters and to books with similar themes Appreciates and recites some poems with appropriate intonation Explains and discusses their understanding of books, poems and other texts which are read to them 	<ul style="list-style-type: none"> Listens to and discusses a range of fiction, poetry, plays, non-fiction books Make choices about which text to read based on prior reading experience, identifying themes and conventions within these 	<ul style="list-style-type: none"> Listens to and discusses a wide range of fiction, poetry, plays, non-fiction books Declares and justifies personal preferences for writers and types of overall text Offers personal opinion on characters feelings, thoughts and motives from their actions, justifying with evidence 	<ul style="list-style-type: none"> Reads widely and frequently, outside as well as in school, for pleasure and information Reads and discusses wide range of fiction, poetry, plays, non-fiction books Decides on the quality and effectiveness of a text by skimming to gain an impression Recommend books that they have read and give reasons for their choices 	<ul style="list-style-type: none"> Articulates personal responses to literature identifying how and why the text affects the reader, providing reasoned justifications for their views Participates in discussion about books, building on their own and others' ideas and challenging Explains and discusses reading through debates and presentations maintaining a focus on the topic
Literal understanding and information retrieval	<ul style="list-style-type: none"> Read and understand simple sentences Demonstrate understanding when talking with others about what they have read (ELG 9) 	<ul style="list-style-type: none"> Recalls and retells familiar and well-known stories Retell or explain information read and link to other parts of text e.g. pictures Generally accurate in locating information and using textual cues to answer simple literal questions 	<ul style="list-style-type: none"> Generally accurate literal understanding of whole texts Accurately identifies sequence of events in text Make reasonable links between events and information 	<ul style="list-style-type: none"> Generally accurate overall understanding of texts read; both whole and parts of texts Clearly summarise the main ideas within text read Beginning to recognise and locate specific conventions within given texts 	<ul style="list-style-type: none"> Clear understanding of texts read and able to locate information from different parts of the text Clearly summarise the main ideas within specific chapters and paragraphs Awareness and identification of some different conventions used across a range of texts 	<ul style="list-style-type: none"> Move easily across a text in order to locate information to answer questions Accurately summarise the main and supporting ideas within specific chapters and paragraphs Recognise the key conventions used across particular text types Accurately identify the purpose of different texts 	<ul style="list-style-type: none"> Move easily across and between texts in order to compare and locate information Accurately summarise the most relevant points and supporting ideas across specific paragraphs Recognise the key conventions used across all text types
Inferential understanding		<ul style="list-style-type: none"> Begin to make simple reasonable inferences from pictures and text linked to own knowledge and experiences Begin to use what has been read to predict what might happen next Identify new and unfamiliar words 	<ul style="list-style-type: none"> Make and explain simple reasonable inferences about events and information in texts Ask relevant questions linked to different types of text Make predictions based on the information in the text Identify the meaning of unfamiliar words encountered in reading 	<ul style="list-style-type: none"> Basic recognition of simple themes across a range of texts Deduce and infer single points from specific parts of text and explain opinions Make reasonable predictions from details stated in the text 	<ul style="list-style-type: none"> Simple themes identified within similar texts Deduce and infer information and provide evidence in the text to support opinions Make reasonable predictions from details implied or deduced from the text 	<ul style="list-style-type: none"> Themes identified and supported with evidence from the texts Inferences based on evidence from different points in the text and account for facts and opinions 	<ul style="list-style-type: none"> Begin to identify different layers of meaning within text; possibly suggesting multiple themes Inferences and deduction based on evidence across the text
Authorial intent, authors' use of language and presentational features		<ul style="list-style-type: none"> Identify some key features of a text; including title and main events Awareness that texts can be structured in a certain order Some awareness of language features used within texts; including predictable phrases and rhyme 	<ul style="list-style-type: none"> Begin to identify some key organisational features of a text Awareness that texts are structured in different ways Recognises language features used within texts; including recurring words and phrases for effect 	<ul style="list-style-type: none"> Identify key organisational features of a text Identifying words and phrase which engage the reader Commenting on general text structure and presentation 	<ul style="list-style-type: none"> Identify and provide reasons for authors' language choices which engage the reader Commenting on specific aspects of text structure and presentation features 	<ul style="list-style-type: none"> Awareness of writers' viewpoint Main organisational features identified; including those related to specific text forms Begin to use technical language to explain language features 	<ul style="list-style-type: none"> Awareness of different viewpoints within texts Identify the organisational features used by the author to engage and provide specific information to the reader Accurately use technical language to explain authors' choice of language

English WRITING Assessment Grid

Assessment areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence structure	<ul style="list-style-type: none"> Beginning to combine words into simple phrases and sentences (ELG 10) Use past, present and future forms accurately when talking about events (ELG 3) 	<ul style="list-style-type: none"> Words combined into phrases and simple sentences Ideas predominantly joined using <i>and</i> 	<ul style="list-style-type: none"> Simple and compound sentences predominantly used and coordination with <i>or, and, but</i> Beginning to subordinate using <i>when, if, that, because</i> Noun phrases used for description and specification Some variation in sentence function Past and present tense generally consistent 	<ul style="list-style-type: none"> Range of sentences types used, including complex sentence structure Beginning to express time, place and cause by using a different conjunctions, adverbs and prepositions across sentences Use of verbs includes present perfect form 	<ul style="list-style-type: none"> Some variation in sentence structure through fronted adverbial openings Modifiers used to expand noun phrases Tense choices appropriate and accurate 	<ul style="list-style-type: none"> Range of sentence structures with variety in openings and subordination Sentences expanded with the inclusion of relative clauses Degrees of possibility, prediction or permission are indicated through the use of adverbs and modal verbs Tense choices used to link ideas across paragraphs 	<ul style="list-style-type: none"> Controlled use of a variety of sentence types with appropriate use of formal and informal structures Emphasis created through accurate use of the passive to affect the presentation of information in a sentence Consistent and correct use of tense throughout Correct subject and verb agreement (singular and plural)
Punctuation		<ul style="list-style-type: none"> Some awareness of where to place capital letters and full stops Some accurate use of capital letters used for names and the pronoun I 	<ul style="list-style-type: none"> Sentences mostly demarcated with capital letters and full stops Some use of question marks, exclamation marks and commas Some accurate use of the apostrophe to mark singular possession 	<ul style="list-style-type: none"> Sentences accurately demarcated with full stops, capital letters, question marks and exclamation marks Some use of speech punctuation 	<ul style="list-style-type: none"> Sentences accurately demarcated; including speech Commas used to mark fronted adverbials Some accurate use of apostrophes to mark singular and plural possession 	<ul style="list-style-type: none"> Sentences accurately demarcated with increased use of the comma Beginning to indicate parenthesis with brackets, dashes and commas 	<ul style="list-style-type: none"> Range of punctuation used, almost always correctly; including semi-colon, colon and dash Accurate use of the hyphen Variety of punctuation used to support features of layout
Text organisation	<ul style="list-style-type: none"> Ideas are organised and recorded as simple phrases and sentences 	<ul style="list-style-type: none"> Beginning to organise ideas into an appropriate order of sentences 	<ul style="list-style-type: none"> Ideas clearly organised through a sequence of sentences 	<ul style="list-style-type: none"> Beginning to use paragraphs to group related material Writing organised with headings and sub-headings 	<ul style="list-style-type: none"> Extended paragraphs used to organise ideas around a theme Use of pronouns and nouns within and across sentences aid cohesion and avoids repetition 	<ul style="list-style-type: none"> Beginning to demonstrate use of simple devices to build cohesion within a paragraph Adverbials of time, place and number used to link ideas across paragraphs 	<ul style="list-style-type: none"> Range of cohesive devices used to develop ideas both within and across paragraphs Variety of layout devices used
Composition and effect	<ul style="list-style-type: none"> Writing can be read by self and others and make sense of the text Writing for a range of purposes in meaningful contexts(ELG 10) Develop own narratives and explanations by connecting ideas or events (ELG 3) 	<ul style="list-style-type: none"> Sentences sequenced to form short narratives and key features may be present Written composition resembles orally composed sentences Some awareness of purpose with basic ideas and content usually linked to task Appropriate word choices to convey key ideas Simple viewpoint indicated 	<ul style="list-style-type: none"> Some awareness of purpose with ideas and content generally relevant to the task Vocabulary choices are relevant and provide additional information for the reader Viewpoint indicated 	<ul style="list-style-type: none"> Awareness of purpose and reader through the selection of relevant content with an attempt to interest the reader Some development of settings, characters or plot expanded through vocabulary choices Viewpoint expressed for opinions, attitudes or position 	<ul style="list-style-type: none"> Clear purpose and content included to engage and inform the reader Detail developed for settings, characters and plot Vocabulary choices and sentence structure support the reader to understand the writing Viewpoint expressed and developed 	<ul style="list-style-type: none"> Writing is clear in purpose and is meaningful for the reader Detail developed and extended for settings, characters and atmosphere, and some integration of dialogue between characters Vocabulary chosen for effect and to clarify meaning Viewpoint established and generally maintained 	<ul style="list-style-type: none"> Writing is clear in purpose and adapted for different audiences Ideas developed and elaborated for settings, characters and atmosphere and the integration of dialogue to convey character and advance the action Vocabulary chosen to create different effects and augment meaning Controlled viewpoint established and sustained
Spelling	<ul style="list-style-type: none"> Phonetically plausible spelling using phonic knowledge to write words in ways which match spoken sounds May include some irregular common words (ELG 10) 	<ul style="list-style-type: none"> Accurately spell words containing each of the 40+ phonemes and provide phonetically plausible attempts Accurately spell common exception words and high frequency words 	<ul style="list-style-type: none"> Accurately spell some words with phonemes that have more than one grapheme representation Accurately spell common exception words Usually correct spelling of contracted forms 	<ul style="list-style-type: none"> Mostly correct spelling of high frequency words (including common exceptions) Usually correct selection of homophones 	<ul style="list-style-type: none"> Mostly accurate spelling of the words in the statutory word list for Years 3 and 4 Usually correct spelling of words with a possessive apostrophe Regular prefixes and suffixes used correctly 	<ul style="list-style-type: none"> Accurate selection of homophones and near-homophones Mostly accurate spelling of words with silent letters or plausible alternatives 	<ul style="list-style-type: none"> Mostly accurate spelling of the words in the statutory word list for Years 5 and 6 Accurate spelling of most grammatical function words Correct spelling of most derivational prefixes and suffixes
Handwriting	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing (ELG 4) 	<ul style="list-style-type: none"> Most letters and digits correctly formed and orientated 	<ul style="list-style-type: none"> Appropriate spacing between words Clear letter formation with ascenders and descenders 	<ul style="list-style-type: none"> Legible style developing with consistent letter formation, sometimes joined 	<ul style="list-style-type: none"> Legible joined handwriting style with consistent letter formation 	<ul style="list-style-type: none"> Legible joined handwriting with variation in style appropriate to task 	<ul style="list-style-type: none"> Legible and fluent style appropriate to writing task