English Reading
Age-Related Assessment Criteria

		Year 5	Year 6	Year 7	Year 8
Knowledge	Decoding/reading for meaning	Apply a wide range of strategies to read different texts fluently and accurately. Read ahead to look for clues to determine meaning. Begin to show an awareness of the listener through use of pauses, emphasis and pace.	Read a wide range of texts fluently and with increasing accuracy. Show an awareness of the listener through the use of pause, emphasis and pace to maintain interest. Identify how sentences can be shaped by punctuation and word order.	Read a wide range of texts fluently and accurately. Show an awareness of the listener through the use of pause, emphasis and pace to maintain interest and also to entertain. Understand how the meaning in a sentence is shaped by punctuation, word order, connectives and openers.	Read aloud and use text as a script, manipulating roles and language to engage the listener. Read a wide range of texts fluently and accurately. Show an awareness and understanding of the listener. Understand how the meaning in a sentence is shaped by punctuation, word order, connectives and openers.
Skills	Understanding A02	Recall all the main points in a text accurately.	Locate and refer to specific information to support comments and locate quotes to justify answers.	Support textual reference with evidence or quotation, even if the points that are made are not always accurate.	Clearly identify points from different places in a text, making comments that are supported by textual reference or quotation.
	Inference A03	Make simple inferences based on a single point in a text and make some comments that show an understanding of the meaning, becoming proficient at inferring word meaning.	Make inferences which are mostly correct, based on evidence from different parts of the text but that are not always securely rooted in the text.	Use comments that make inferences and deductions based on textual evidence.	Draw conclusions, make inferences and deductions, and develop explanation, based on textual evidence.
	Structure A04	Begin to understand why a text has been organised in a certain way and name some organisational features.	Comment on structural choices and understand why they had been made by the author.	Identify various features relating to the organisation at text level, with some explanation.	Clearly identify features at text level, with explanation, and show awareness by commenting on the structural choices/writer's craft.
	Language A05	Frequently commenting on the writer's use of language, using technical terms independently. Comments may be brief but show a basic understanding of reasons for language choice.	Select words which are effective and begin to explain why, beginning to offer alternative language which would have similar effects. Identify and comment on various language techniques used to create effect.	Show some awareness of the effect of writer's language choices, identify some features used and use some explanation to demonstrate understanding.	Analyse the writer's use of language, with depth, detail and explanation. Comment on the overall effect of the language.
Concepts	Viewpoint A06	Increasingly demonstrate an awareness that the writer has a point of view.	Identify the main purpose of a text and begin to understand the overall effect on the reader.	Show some awareness of the effect on the reader with some, often limited, explanation.	Clearly identify viewpoints and the main purpose of the text, often through general overview.
	Context A07	Make some simple comments on the connections between texts, based on plot, characters, themes and authors. Make simple comments about what a text reveals about society and history.	Begin to identify and understand features in different texts and begin to relate this to meaning and effect on the reader. Make comments as to why different texts create meaning and how they relate to their social and historical traditions.	Give some explanation of how the contexts in which texts are written and read contribute to meaning.	Comment on the similarities and differences between texts, with some explanation, and how they contribute to meaning.