

Key Performance Indicators

Reading

Year 1 Reading	10 KPIs
1	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
2	Read accurately by blending sounds in unfamiliar words.
3	Read common exception words (e.g. you, could, many, people) and many common words (e.g. dream, shout, hand, stop) without needing to blend the sounds out first.
4	Read aloud, accurately, books that are consistent with developing phonic knowledge and that do not require them to use other strategies to work out words.
5	Able to listen to and identify main events or key points in a variety of poems, stories and non-fiction at a level beyond that at which they can read independently.
6	Beginning to self-correct inaccurate reading, showing an understanding of text.
7	Discuss the significance of the title and key events of a book, responding to simple questions.
8	Can predict what might happen to a character on the basis of what they have read so far.
9	Recognise difference between fiction and non-fiction, with some awareness of story genres, e.g. fairy tales.
10	Can suggest why a character might feel a certain way.

Key Performance Indicators

Year 2 Reading	10 KPIs
1	Decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation.
2	Read familiar, high frequency words quickly without needing to sound them out (including all those on the Year 1 and year 2 spelling lists).
3	Read words containing common suffixes that build on root words already taught.
4	Self-correct when a sentence has been read incorrectly.
5	Re-tell a story, referring to most of the key events and characters.
6	Find the answers to questions in non-fiction, stories and poems.
7	Make predictions based on reading of others books by the author and own experiences.
8	Make simple inferences about thoughts, feelings of characters and reasons for their actions.
9	Identify how vocabulary choice affects meaning – 'crept lets you know that he is trying to be quiet'.
10	Identify and comment on vocabulary and literary features – 'Usually fairy tales start with Once upon a time...'

Key Performance Indicators

Year 3 Reading	10 KPIs
1	Read out loud confidently, understanding how to use a range of punctuation.
2	Use the context of the sentence to help read unfamiliar words.
3	Use knowledge of root words, suffixes and prefixes to read and understand new words.
4	Use alphabetically ordered texts to find information and dictionaries to check the meaning of words they have read.
5	Justify inferences with evidence from the text.
6	Justify predictions with evidence from the text.
7	Can empathise with a character.
8	Can discuss words and phrases that capture the reader's imagination.
9	Can comment on the choice of language to create moods and build tension – 'crept makes you know he was quiet but also that he was going slowly because he didn't want to be caught'.
10	Can start to recognise some features of the text that relate it to its historical setting or its social or cultural background – 'The girls had on red flannel petticoats because that is what they often wore in the olden days'.

Key Performance Indicators

Year 4 Reading	10 KPIs
1	Reads with expression, decoding most words effortlessly and working out how to pronounce unfamiliar words with increasing automaticity.
2	Reads and understands words containing an even greater variety of prefixes and suffixes.
3	Selects books independently, reading from a wide range of genres and authors, and expresses and explains their own personal preferences.
4	Checks the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context.
5	Retrieves and records information from fiction and non-fiction, by using navigational features in books (e.g. contents pages and subheadings), and by using skimming, scanning and text marking.
6	Identifies different genres and can recall themes and conventions from a wide range of books.
7	Can pull together clues from action, dialogue AND description to infer meaning and make predictions.
8	Identifies how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination.
9	Identifies main ideas drawn from more than one paragraph and summarises these.
10	Can discuss books, commenting, for example, on how the reader's or writer's context makes a difference to the social, cultural or historical setting.

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Year 5 Reading	10 KPIs
1	Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.
2	Work out the pronunciation of homophones, using the context of the sentence.
3	Demonstrate an increased familiarity with a wide range of books including myths, legends and traditional stories, fiction from our literary heritage, and books from other cultures and traditions.
4	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
5	Retrieve, record and present information from non-fiction texts.
6	Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.
7	Explain the author's techniques for describing characters, settings and actions.
8	Recognise ways in which writers present issues and points of view in fiction and non-fiction texts – 'He has only mentioned the bad points about air travel'.
9	Understand that texts reflect the time and culture in which they were written – 'Hound of the Baskervilles would have been very scary for Victorian readers'.
10	Provide reasoned justifications for their views about a book.

Key Performance Indicators

Year 6 Reading	10 KPIs
1	Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary.
2	Understand how conjunctions can be used to indicate a change of tone.
3	Distinguish between fact and opinion.
4	Recognise texts that contain more than one text type – e.g. persuasive letter.
5	Use PEE (point, evidence, explain) to support predictions and inferences.
6	Can prepare for factual research, considering what is known already.
7	Able to compare and contrast the styles of individual writers and poets, giving examples.
8	Can respond critically to issues raised in stories, locating evidence in the text, exploring alternative courses of action and evaluating the author's solution.
9	Able to comment on and explain the writer's use of language features – 'The rhythm and rhyme pattern together make it mimetic, like the rhythm of a train'.
10	Can comment critically on the overall impact of poetry or prose, with reference to the text, identifying and describing key characteristics of writer's style.