

Year 1 Key Performance Indicator

1	Respond speedily with the correct sound to Basics 2 and 3 graphemes
2	Respond speedily with the correct sound to Basics 4 graphemes
3	Respond speedily with the correct sound to Basics 5 'Choose to Use' graphemes
4	Respond speedily with the correct sound to Basics 5 'Switch It Spell' graphemes
5	Read 15 common exception words
6	Read 45 common exception words
7	Read 10 - 15 words on the Phonics Screening Test
8	Read 16 – 25 words on the Phonics Screening Test
9	Read 25 – 32 words on the Phonics Screening Test
10	Read 33 – 40 words on the Phonics Screening test
11	Read aloud, accurately, books that are consistent with developing phonics knowledge, by decoding
12	Able to listen to identify main events or key points in a variety of stories, poems and non-fiction at a level beyond that at which they can read independently
13	Begin to self-correct accurate reading, showing an understanding of text

14	Discuss the significance of the title and key events of a book, responding to simple questions
15	Can predict what might happen to a character based on what they have read so far
16	Recognise difference between fiction and non-fiction with some awareness of story genres, e.g. fairy tales
17	Can suggest why a character might feel a certain way
18	Can start to explain the meaning of a word from an age appropriate text, when heard in context

Year 2 Key Performance Indicator

1	Respond speedily with the correct sound to Basics 4 graphemes
2	Respond speedily with the correct sound to Basics 5 'Choose to Use' graphemes
3	Respond speedily with the correct sound to Basics 5 'Switch It Spell' graphemes
4	Read 33 – 40 words on the Phonics Screening test
5	Decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation
6	Read all the high frequency words on the Year 1 spelling list quickly without needing to sound them out
7	Read all the high frequency words on the Year 2 spelling list quickly without needing to sound them out

8	Read words containing common suffixes that build on root words already taught
9	Self-correct when a sentence has been read incorrectly
10	Re-tell a story, referring to most of the key events and characters
11	Retrieve information in response to questions in age-appropriate non-fiction, stories and poems
12	Make predictions based on reading of other books by the author and own experiences
13	Make simple inferences about thoughts, feelings of characters and reasons for their actions
14	Identify how vocabulary choices affects meaning: 'crept let you know he is trying to be quiet.'
15	Identify and comment on vocabulary and literary features – 'usually fairy tales start with One upon a time...'

Year 3 Key Performance Indicator

1	Read BCC lime books with at least 95% accuracy, understanding how to use a range of punctuation
2	Read BCC Copper books with at least 95% accuracy, understanding how to use a range of punctuation
3	Read BCC Topaz books with at least 95% accuracy, understanding how to use a range of punctuation
4	Use the context of the sentence to help read and understand unfamiliar words

5	Use knowledge of root words, suffixes and prefixes to read and understand new words
6	Use alphabetically ordered texts to find information and dictionaries to check the meaning of words they have read
7	Justify inferences with evidence from the text in age-appropriate texts
8	Justify inferences with evidence from the text in age-appropriate texts
9	Can empathise with a character
10	Can discuss words and phrases that capture the reader's attention
11	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'
12	Can recognise some features of the text that relate to its historical setting or its social or cultural background – 'the girls had on red flannel petticoats because that is often what they wore in the olden days.'

Year 4 Key Performance Indicator

1	Read BCC Ruby books with at least 95% accuracy, understanding how to use a range of punctuation
2	Read BCC Emerald books with at least 95% accuracy, understanding how to use a range of punctuation
3	Reads with expression, decoding most words effortlessly and working out how to pronounce unfamiliar words with increasing automaticity
4	Reads and understands words containing an even greater variety of prefixes and suffixes
5	Selects books independently, reading from a wide range of genres and authors, and expresses and explains their own personal preferences

6	Checks the text makes sense to the individual, discussing understanding and explaining the meaning of words in context
7	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
8	Identifies different genres and can recall themes and conventions from a wide range of books
9	Can pull together clues from action, dialogue AND description to infer meaning and make predictions
10	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
11	Identifies main ideas drawn from more than one paragraph, and summarises these main ideas in own words
12	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

Year 5 Key Performance Indicator

1	Read BCC Emerald books with at least 95% accuracy, understanding how to use a range of punctuation
2	Read BCC Sapphire books with at least 95% accuracy, understanding how to use a range of punctuation
3	Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses
4	Work out the pronunciation of homophones, using the context of the sentence
5	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
6	Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas

7	Retrieve, record and present information from non-fiction texts
8	Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
9	Explain the author's techniques for describing characters, settings and actions
10	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.'
11	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'
12	Provide reasoned justifications for their views about a book

Year 6 Key Performance Indicator

1	Read BCC Diamond books with at least 95% accuracy, understanding how to use a range of punctuation
2	Read BCC Pearl books with at least 95% accuracy, understanding how to use a range of punctuation
3	Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary
4	Understand how conjunctions can be used to indicate a change of tone
5	Distinguish between fact and opinion
6	Recognise texts that contain more than one text type – e.g. persuasive letter
7	Use PEE (point evidence explain) to support predictions and inferences

8	Can prepare for factual research, considering what is known already
9	Able to compare and contrast the styles of individual writers and poets, giving examples
10	Can respond critically to issues raised in stories, locating evidence in the text, exploring alternative courses of action and evaluating the author's solution
11	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'
12	Can comment critically on the overall impact of poetry or prose, with reference to the text, identifying and describing key characters of writer's style