Teacher Assessment Frameworks (TAFs)

READING Years 3 - 6

A consistent approach to reading assessment across KS1 and KS2

Edition 1

Herts
for Learning

Year 3
Working at the expected standard

The pupil can:

- read accurately many polysyllabic and multi-morphemic words and further exception words

In age-appropriate[1] books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

- read aloud with intonation that shows understanding

- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty

- make a plausible prediction about what might happen on the basis of what has been read so far

- summarise main ideas from what has been read

- retrieve information from non-fiction

- draw inferences and begin to justify their opinions through discussions

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

Year 4
Working at the expected standard

The pupil can:

- read accurately most polysyllabic and multi-morphemic words and further exception words

In age-appropriate[1] books, the pupil can:

- read aloud fluently with intonation that shows understanding

- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

- check that the text makes sense, correcting when meaning is lost

- make plausible predictions about what might happen on the basis of what has been read so far

- summarise main ideas providing key details

- retrieve information from non-fiction

- draw inferences and justify their opinions through discussions

- make links between the book they are reading and other books they have read

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

Year 5
Working at the expected standard

The pupil can:

- read age-appropriate[1] books with confidence and fluency (including whole novels)

- read aloud with intonation that shows understanding

- work out the meaning of words from context, checking that the text makes sense

- predict what might happen from details stated and implied

- summarise main ideas identifying key details

- retrieve information from non-fiction

- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence

- make comparisons between the book they are reading and other books they have read

- evaluate how authors use language, beginning to consider the impact on the reader

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

Year 6
Working at the expected standard

The pupil can:

- read age- appropriate[1] books with confidence and fluency (including whole novels)

- read aloud with intonation that shows understanding

- work out the meaning of words from context

- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence

- predict what might happen from details stated and implied

- retrieve information from non-fiction

- summarise main ideas, identifying key details and using quotations for illustration

- evaluate how authors use language, including figurative language, considering the impact on the reader

- make comparisons within and across books

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The pupil can:					
read accurately many words of two or more syllables containing graphemes taught so far[1] for all of the 40+ phonemes	read accurately most words of two or more syllables	read accurately many polysyllabic and multi-morphemic words and further exception words	read accurately most polysyllabic and multi-morphemic words and further exception words	*In order to meet the expectations for Years 5 and 6, pupils will need to apply word reading skills built up to Year 4 accurately.*	
read most words containing common Year 1 suffixes*	read most words containing common suffixes*				
read most Year 1 common exception words*	read most common exception words*				
In age-appropriate[1] books, the pupil can:				**The pupil can:**	
read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read aloud fluently with intonation that shows understanding	read age-appropriate[1] books with confidence and fluency (including whole novels)	read age-appropriate[1] books with confidence and fluency (including whole novels)
				read aloud with intonation that shows understanding	read aloud with intonation that shows understanding
sound out most unfamiliar words accurately	sound out most unfamiliar words accurately, without undue hesitation	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.		

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

[1]For Y1, teachers should compare the books that their pupils read with the target items within the Year 1 Phonics Screening Check (PSC) developed by the Standards and Testing Agency. For Y2, teachers should compare the books that their pupils read with those provided for the KS1 English reading test developed by the Standards and Testing Agency. For KS2, teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

[2]Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read more slowly than this while still being able to understand what they are reading.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In a book they can already read fluently, the pupil can:		In age-appropriate[1] books the pupil can:		The pupil can:	
check that it makes sense to them, correcting any inaccurate reading	check that it makes sense to them, correcting any inaccurate reading	check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty	check that the text makes sense, correcting when meaning is lost	work out the meaning of words from context, checking that the text makes sense	work out the meaning of words from context, checking that the text makes sense
answer questions and make some inferences	answer questions and make some inferences	draw inferences and begin to justify their opinions through discussions	draw inferences and justify their opinions through discussions	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
join in discussions about what has happened so far in what they have read	explain what has happened so far in what they have read				
		make a plausible prediction about what might happen on the basis of what has been read so far	make a plausible prediction about what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied
		summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas, identifying key details and using quotations for illustration
		retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction
			make links between the book they are reading and other books they have read	make links between the book they are reading and other books they have read	make comparisons within and across books
			evaluate how authors use language, beginning to consider the impact on the reader	evaluate how authors use language, beginning to consider the impact on the reader

End of Y1 assessment – Working at the expected standard		
Name		**Comments**
The pupil can:		
• read accurately many words of two or more syllables containing graphemes taught so far[1] for all of the 40+ phonemes		
• read most words containing common Year 1 suffixes*		
• read most Year 1 common exception words		
In age-appropriate[1] books, the pupil can:		
• read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words		
• sound out most unfamiliar words accurately		
In a book they can already read fluently, the pupil can:		
• check that it makes sense to them, correcting most inaccurate reading		
• answer questions and make some inferences		
• join in discussions about what has happened so far in what they have read		

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

[1]Teachers should compare the books that their pupils read with the target items within the Year 1 Phonics Screening Check (PSC) developed by the Standards and Testing Agency. The PSC Assessment Framework contains all of the target items, features, graphemes and frequency of occurrence in the check *https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628842/Y1_Phonics_assessment_framework_PDFA_V3.pdf*. *Accessed on 11.05.2020.*

End of Y2 assessment – Working at the expected standard		
Name		**Comments**
The pupil can:		
• read accurately most words of two or more syllable		
• read most words containing common suffixes*		
• read most common exception words*		
In age-appropriate[1] books, the pupil can:		
• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]		
• sound out most unfamiliar words accurately, without undue hesitation		
In a book they can already read fluently, the pupil can:		
• check that it makes sense to them, correcting any inaccurate reading		
• answer questions and make some inferences		
• explain what has happened so far in what they have read		

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

[1]Teachers should compare the books that their pupils read with those provided for the KS1 English reading test developed by the Standards and Testing Agency. The sources for the English reading test are listed in the copyright acknowledgements of the published KS1 test materials.

[2]Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read more slowly than this while still being able to understand what they are reading.

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End of Y3 assessment – Working at the expected standard		
Name		**Comments**
The pupil can:		
• read accurately many polysyllabic and multi-morphemic words and further exception words		
In age-appropriate[1] books, the pupil can:		
• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words		
• read aloud with intonation that shows understanding		
• read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.		
• check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty		
• make a plausible prediction about what might happen on the basis of what has been read so far		
• summarise main ideas from what has been read		
• retrieve information from non-fiction		
• draw inferences and begin to justify their opinions through discussions		

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

End of Y4 assessment – Working at the expected standard		
Name		**Comments**
The pupil can:		
• read accurately most polysyllabic and multi-morphemic words and further exception words		
In age-appropriate[1] books, the pupil can:		
• read aloud fluently with intonation that shows understanding		
• read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.		
• check that the text makes sense, correcting when meaning is lost		
• make plausible predictions about what might happen on the basis of what has been read so far		
• summarise main ideas providing key details		
• retrieve information from non-fiction		
• draw inferences and justify their opinions through discussions		
• make links between the book they are reading and other books they have read		

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

End of Y5 assessment – Working at the expected standard		
Name		**Comments**
The pupil can:		
• read age-appropriate[1] books with confidence and fluency (including whole novels)		
• read aloud with intonation that shows understanding		
• work out the meaning of words from context, checking that the text makes sense		
• predict what might happen from details stated and implied		
• summarise main ideas identifying key details		
• retrieve information from non-fiction		
• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence		
• make comparisons between the book they are reading and other books they have read		
• evaluate how authors use language, beginning to consider the impact on the reader		

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

End of Y6 assessment – Working at the expected standard	
Name	
The pupil can:	
• read age- appropriate[1] books with confidence and fluency (including whole novels)	
• read aloud with intonation that shows understanding	
• work out the meaning of words from context	
• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence	
• predict what might happen from details stated and implied	
• retrieve information from non-fiction	
• summarise main ideas, identifying key details and using quotations for illustration	
• evaluate how authors use language, including figurative language, considering the impact on the reader	
• make comparisons within and across books	

[1]Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statement

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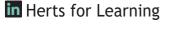Visit: hertsforlearning.co.uk
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