

Key:		X - For met target at ARE level. G - For met target at Greater Depth level.	KPI - Key Performance Indicator GPC – Grapheme Phoneme Correspondence	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Book Band Guide - Red./Yellow /Light Blue (WTS)		GREEN (EXS) ORANGE (EXS+) Purple (GDS)	PHASE 5 Phonics achieved /equivalent						
KPI	1	Read words accurately by sounding and blending. AF1							
	2	Recall simple facts from texts or stories. AF2							
	3	Draw basic inferences from what is being said or done. AF3							
	4	Explain clearly their understanding of what is read to them.							
	5	Read common exception words appropriate to age group (from appendix 1 from NC). AF1							
Word Reading	6	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately based on Year 1 books. AF1							
	7	Re-read books to build up their fluency and confidence in word reading. AF1							
	8	Show an awareness of basic punctuation such as a full stop, question mark or exclamation mark when reading aloud. AF1							
	9	Read words with contractions (<i>for example, I'm, I'll, we'll</i>), and understand that the apostrophe represents the omitted letter(s). AF1							
	10	Read words of two or more syllables that contain taught GPCs. AF1							
	11	Read words containing common suffixes (<i>ending - s, es, ed, er, est</i>). AF1							
	12	Retell a wider range of stories, fairy stories and traditional tales. AF2							
Comprehension	13	Beginning to recognise that non-fiction books are structured in different ways. AF4							
	14	Recognise and join in with predictable phrases e.g. <i>Once upon a time</i> . AF4							
	15	Identify the meaning of words in context linking meanings of words and linking new meanings to known vocabulary. AF5							
	16	Learning and enjoying rhymes and poems, and to recite some by heart. AF5							
	17	Develop strategies so that text makes sense when reading it and corrects own inaccurate reading (<i>miscue</i>). AF1							
	18	Use clues from the text to help them answer questions. AF3							
	19	Predict what might happen on the basis of what has been read so far. AF3							
	20	Participate in discussion about what is read to them, taking turns and listening to what others say. AF2							
	21	Sequence simple events in a familiar text. AF2/3							
	22	Express views of what has been read. AF2							
	23	Answer their own questions about text that they have read or listen to. AF2/3							
	24	Link what they read or hear to their own experiences. AF2/7							
	25	Discuss the significance of the title and events.							
				Total					
				Grade					
				KPI					

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Book Band Guide – Green/Orange/ Turquoise/ Purple (WTS)			GOLD (EXS) White (EXS+) Lime Green, Brown (GDS)	PHASE 6 Achieved					
KPI	1 IF	Read words accurately and fluently without overt sounding and blending. AF1							
	2 IF	Recall simple facts and events from text (<i>retrieval</i>). AF2							
	3 IF	Answer questions and make some inferences from illustrations, events and characters' actions and speech from a book that they can read fluently. AF3							
	4 IF	Predict what might happen on the basis of what has been read so far. AF3							
	5 IF	Read most common exception words appropriate to age group (Y2 appendix 1 NC). AF1							
Word Reading	6 IF	Read accurately by blending the sounds in words that contain the graphemes that have been taught. Phase 6 achieved or equivalent. A1							
	7 IF	Read words of two or more syllables that contain taught GPCs. A1							
	8 IF	Read words containing common suffixes (<i>refer to Y2 spelling appendix 1</i>). A1							
	9 IF	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. A1							
	10 IF	Show more awareness of basic punctuation e.g. often pausing at full stops and raising voice at question marks, louder at exclamation, pause at comma (. ? ! “ ”). A1							
	11 IF	Read with appropriate accuracy and fluently (<i>approximately 90 words per minute</i>). A1							
Comprehension	12	Listens to, discusses & expresses a view about a wide range of contemporary and classic poetry, stories & non-fiction at a level beyond that at which they can read independently. AF1/2							
	13	Discuss the sequence of events in books and how items of information are related. AF2/3							
	14	Retell a wider range of stories, fairy stories and traditional tales. AF2							
	15	Beginning to introduce non-fiction books are structured in different ways. AF4							
	16	Recognises simple recurring literary language in stories and poetry. AF5							
	17	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. AF5							
	18	Discuss words and phrases, with simple explanation as to their reasons for liking them. AF5							
	19	Is continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. AF1/2							
	20 IF	In books can check it makes sense to them, correcting any inaccurate reading. AF1							
	21 IF	Beginning to make links between the book they are reading and other books they have read. AF7							
	22	Read a wide range of text for pleasure. AF2							
	23	Participates in discussions by answering and asking questions in a range of texts. AF2							
	24	Takes turns and listens to what others say during discussions about books, poems and other works that are read to them and those that they can read for themselves. AF2							
	25 IF	In a book that they can read already, explain what has happened so far in what they have read. AF2							
Scoring System	Not at age expected		Make links between the book they are reading and other books they have read.	1+	Total				
	Autumn		6 – 10 marks (ARE)	2-	Grade				
	Spring		11 – 18 marks (ARE)	2=	KPI				
	Summer		19 – 25 marks (ARE)	2+					
	52% of objectives met at G (Greater Depth)		2G						

MAT Key Objectives

Year 3 Reading

Key:		X - For met target at ARE level. G - For met target at Greater Depth level.			KPI - Key Performance Indicator		Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
		Book Band Guide – Gold/White/Lime-Green/Brown (WTS)		Grey (EXS)	Dark Blue (EXS+)	Dark Red (GDS)						
KPI	1	Read books that are structured in different ways and is beginning to read for a range of purposes. AF1										
	2	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word (<i>reads correctly words that are commonly mis-spelt.</i>) AF1										
	3	Discusses words and phrases that captures the reader's interest and imagination. AF3										
	4	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and can justify with evidence from the text. AF3										
	5	Predicts what might happen from details stated. AF3										
Word Reading	6	Read and use further prefixes and suffixes taught so far (<i>spelling Y3 appendix 1</i>). AF1										
	7	Reads, paying attention to a wider range of punctuation to clarify meaning (? ! “ ” „ „). AF1										
	8	Uses a range of strategies to read text relevant to their age and ability. AF1										
	9	Listens to, discusses and can express a view about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. AF6/7										
	10	Use a contents page, index and glossary to find key information, quickly and accurately, from a non-fiction text. AF4										
Comprehension	11	Use a dictionary to check the meaning of words that they have read using the first two letters to check meaning. AF1										
	12	Has experienced and increased their familiarity with a wider range of books and can retell some of these orally (e.g. <i>fairy tales</i>). AF6/7										
	13	Identify the main themes in a wide range of books or stories. AF6/7										
	14	Performs poems and play scripts aloud, showing understanding through intonation, volume and action (<i>may include role play</i>). AF1/5										
	15	Recognises some different forms of poetry. AF5										
	16	Checks that the text makes sense to them and can discuss their understanding (<i>text appropriate to year group</i>). AF2/3										
	17	Explain the meaning of words in context (<i>words from text appropriate to year group</i>). AF5										
	18	Will ask questions to improve their understanding of a text. AF2/3										
	19	Read and use word families to support reading and understanding of new words (e.g. <i>solve, solution, soluble, solved, dissolve</i>). AF1										
	20	Identify main ideas drawn from the text read and summarise these. AF2/3										
	21	Identify some aspects of language and textual structure that contribute to meaning (e.g. <i>factual, description, point of view</i>). AF5										
	22	Identify some features of text in terms of organisation and presentation (e.g. <i>paragraphing, non-fiction layout, illustrations</i>). AF5										
	23	Retrieve and record information from non-fiction texts (<i>may still include information not relevant</i>). AF2										
	24	Participates in discussion about both books that are read to them and those they can read for themselves. AF2/3										
	25	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. AF1/4										
Scoring System	Not at age expected		0 – 5 marks (ARE)	2+			Total					
	Autumn		6 – 10 marks (ARE)	3-			Grade					
	Spring		11 – 18 marks (ARE)	3=			KPI					
	Summer		19 – 25 marks (ARE)	3+								
	52% of objectives met at G (Greater Depth)		3G									

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Book Band Guide – Brown/Grey/Dark Blue (WTS) Dark Red (EXS) Free Reader (GDS)														
KPI	1	Identify recurring themes (e.g. good overcoming evil) and conventions (greeting in letters, a diary written in the first person) in a wide range of books and stories. AF5/6												
	2	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and can justify inferences with relevant evidence from the text. AF2/3												
	3	Predicts what might happen from details stated and implied. AF2/3												
	4	Identifies and comments on writers' purposes and viewpoints and the overall effect of the text on a reader. AF6												
	5	Identify how the writer has used precise word choices for effect to impact on the reader and is able to suggest alternatives. AF5												
Word Reading	6	Read and use further prefixes and suffixes and can read words with common letter strings (Y4 Appendix 1). AF1												
	7	Read correctly words that are commonly misread and can read multi-syllabic words. AF1												
	8	Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. AF1												
Comprehension	9	Listens to, discusses and can express views with some justification about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. AF1/2												
	10	Read and identify books that are structured in different ways and can read for a range of purposes. AF1/4												
	11	Uses a dictionary to check the type, root or meaning of words that they have read by using the first two or three letters of a word. AF1												
	12	Has experienced and increased their familiarity with a wider range of books and can retell some of these orally (<i>myths and legends</i>). AF4/5												
	13	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (e.g. role play). AF3/5												
	14	Skim read information from a range of texts and decide if it is useful. AF2												
	15	Recognises more different forms of poetry (<i>for example, free verse and narrative poetry</i>). AF4/7												
	16	Checks that the text makes sense to them and can discuss their understanding (<i>text appropriate to year group</i>). AF2/3												
	17	Explain the meaning of words in context (<i>words from text appropriate to year group</i>). AF5												
	18	Asks questions to improve their understanding of a text. AF2/3												
	19	Identify the main ideas drawn from more than one paragraph and summarise these. AF2												
	20	Reads paying attention to more sophisticated punctuation: ... ' : (<i>including dialogue e.g. uses tone, change of voice/inflection etc.</i>). AF1												
	21	Identify how language and structure contribute to meaning (<i>e.g. newspaper report in 3rd person sometimes with emotive language</i>). AF4												
	22	Identify main features of organisation and presentation (<i>e.g. newspaper in columns, paragraphing etc.</i>). AF4/5												
	23	Retrieve and record relevant information from a variety of texts both verbally and written. AF2												
	24	Participates in discussion about both books that are read to them and those they can read for themselves, takes turns and listens to what others say. AF2/3/6												
	25	Use scanning techniques efficiently to quickly find the correct answer. AF5												
Scoring System	Not at age expected	0 – 5 marks (ARE)	3+					Total						
	Autumn	6 – 10 marks (ARE)	4-					Grade						
	Spring	11 – 18 marks (ARE)	4=					KPI						
	Summer	19 – 25 marks (ARE)	4+											
	52% of objectives met at G (Greater Depth)													

Key:											
X - For met target at ARE level. G - For met target at Greater Depth level.			KPI - Key Performance Indicator			Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Book Band Guided -		Dark Blue (WTS) Red (EXS) Free Reading (GDS)									
KP	1	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from different points in the text. AF2/3									
	2	Makes reasonable predictions as to what might happen from details stated and implied. AF2/3									
	3	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. AF2/3									
	4	Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level, considering the impact on the reader. AF5									
	5	Ask relevant questions to gain a deeper understanding of the text. AF2/3									
Word	6	Read words with prefixes and suffixes understanding the meaning and the effect they convey on the reader (see appendix 1 e.g. -ible, -able, ably, ibly etc.). AF1									
Comprehension	7	Recommends books that they have read to their peers, giving reasons for their choices (<i>reasons may be quite broad or general</i>). AF3/6									
	8	Can identify and discuss themes and conventions in and across a wide range of writing (e.g. <i>themes such as lost or heroism</i>). AF6									
	9	Makes comparisons and connections within and across books. AF2/3/5/6									
	10	Is learning a wider range of poetry by heart. AF1									
	11	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (e.g. <i>role play</i>). AF1/5									
	12	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. AF2/5									
	13	Has 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. AF7									
	14	Read accurately paying attention to punctuation, particularly commas which clarify meaning and avoid ambiguity. AF1/4/5									
	15	Beginning to recognise the level of formality in a range of texts (e.g. <i>formal letter of complaint</i>). AF4/5									
	16	Recognise figurative language (e.g. <i>metaphor</i>). AF5									
	17	Comment on the structure and organisation of text, including grammatical and presentational features at text level. AF4									
	18	Read books that are structured in different ways and reads for a range of purposes. AF4									
	19	Distinguish between statements of fact and opinion. AF3/6									
	20	Retrieve, record and present information from non-fiction. AF2/3/9									
	21	Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas, challenging others' views courteously.									
	22	Identify significant ideas, events and characters and discuss their significance. AF2/3/6									
	23	Explain and discuss their understanding of what they have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary.									
	24	Is beginning to provide reasoned justifications for their views. AF2/3/4/5/6									
	25	Compare and contrast different versions of texts and talk about their differences and similarities. AF2/7									
Scoring System	Not at age expected	0 – 5 marks (ARE)	4+	Total							
	Autumn	6 – 10 marks (ARE)	5-	Grade							
	Spring	11 – 18 marks (ARE)	5=	KPI							
	Summer	19 – 25 marks (ARE)	5+								
	52% of objectives met at G (Greater Depth)		5G								

Key:			KPI - Key Performance Indicator	IF - Interim framework	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Book Band Guide - Free Readers										
KPI	1	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with appropriate evidence from different points in the text or book. AF2/3								
	2	Makes appropriate and considered predictions as to what might happen from details stated and implied. AF2/3								
	3	Deduces inferences and interprets information, events or ideas from text and uses quotation and reference to the text. AF2/3								
	4	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. AF2/3/4/5/6								
	5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. AF5								
Word Comprehension	6	Applies their knowledge of root words, prefixes and suffixes (<i>morphology and etymology</i>), both to read aloud and to understand the meaning of new words that they meet (<i>as listed in NC Appendix 1</i>). AF1								
	7	Read books that are structured in different ways and reads for a range of purposes. AF4								
	8	Is familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. AF7								
	9	Recommends books that they have read to their peers, giving relevant and appropriate reasons for their choices. AF3/6								
	10	Identify and discuss themes and conventions in and across a wide range of writing. AF6/7								
	11	Makes relevant comparisons and connections within and across books (<i>e.g. comparing characters, settings and themes</i>). AF2/3/4/5								
	12	Has learnt a wider range of poetry by heart (<i>see MAT appendix for poetry</i>). AF1/5								
	13	Prepare poems and plays to confidently read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. AF1/5								
	14	Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. AF2/5								
	15	Asks relevant and targeted questions to improve their understanding of specific points and vocabulary. AF2/3								
	16	Read with fluency and accuracy paying close attention to all punctuation. AF1								
	17	Skim, scan and read efficiently to find specific information quickly. AF2								
	18	Identify how language, structure and presentation contribute to meaning. AF4/5								
	19	Identify devices that contribute to levels of formality. AF4/5								
	20	Distinguishes accurately between statements of fact and opinion. AF3/6								
	21	Retrieve, record and present information from non-fiction efficiently and effectively. AF2/3								
	22	Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas, challenges others' views courteously. AF6								
	23	Relates text to their social, cultural and historical context and literary traditions, identifying the effect on the reader. AF7								
	24	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. AF2/3/4/5/6								
	25	Provide reasoned justifications for views and formality. AF2/5								
Scoring System	Not at age expected	0 – 5 marks (ARE)	5+	Total						
	Autumn	6 – 10 marks (ARE)	6-	Grade						
	Spring	11 – 18 marks (ARE)	6=	KPI						
	Summer	19 – 25 marks (ARE)	6+							
	52% of objectives met at G (Greater Depth)		6G							