

# Oxford Primary Reading Assessment

Assess reading  
Identify next steps  
Track progress



Developed by Ros Wilson  
and Sarah Threlkeld-Brown

OXFORD

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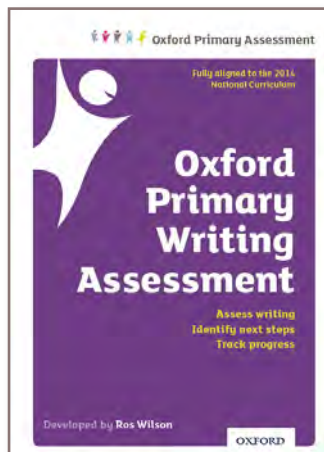
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# Introduction



*Oxford Primary Writing Assessment* provides comprehensive support for the teacher assessment of writing across a whole school.

The aim of this handbook is to ensure that all children develop their full potential as readers by acquiring a wide range of reading skills and a life-long enthusiasm for reading. Together with the publication, ***Oxford Primary Writing Assessment***, it provides schools with a whole school solution to teacher assessment of English, written by experts and thoroughly trialled in schools.

In this ***Oxford Primary Reading Assessment*** handbook, you will find:

- The **Oxford Reading Criterion Scale** – a comprehensive set of criteria created to inform consistent teacher assessment of reading from Reception/P1 right through to Year 6/P7.
- Advice and simple tools to help teachers record and track pupil attainment and progress.
- Clear next steps for children to ensure they make good progress.
- Advice on reporting outcomes to parents and other stakeholders.
- Exemplification of reading standards for each year group.
- Information about the **Oxford Reading Levels**.
- Sample questions to help pupils prepare for the new National Tests in Reading (England).

## Who is this book for?

All schools know that high quality assessment – linked to targeted and effective teaching – is the key to ensuring children make good progress. It allows teachers to identify and address any challenges children are facing as early as possible and also to extend and deepen learning for those who are ready.

The **Oxford Reading Criterion Scale** offers a comprehensive solution to assessment and can be used to guide daily observation of children's progress in reading and as a periodic summative teacher assessment tool. (See pages 4–16) The Scale has been matched to the yearly expectations of the National Curriculum in England, so that teachers can assess, track and report pupil attainment and progress against these expectations. We have also provided exemplification of the expected standard at the end of each year group as a guide.

Schools outside England, or those not following the National Curriculum in England, can also use the **Oxford Reading Criterion Scale** with confidence. That's because it is based on a deep understanding of progression in reading and the skills children need to master along the way, and goes far beyond simply 'ticking the boxes' of the National Curriculum in England. The **Oxford Reading Criterion Scale** is a curriculum-neutral assessment tool that sets high expectations for all children and draws on best practice and expert subject knowledge.



## Linking assessment and book choice

An important feature of this *Oxford Primary Reading Assessment* handbook is the link made between assessment outcomes and book choice – using the unique **Oxford Reading Levels**. The Oxford Reading Levels is a system used to determine the level of many popular primary reading books from Oxford University Press. An assessment using the **Oxford Reading Criterion Scale** helps teachers to identify children's strengths and weaknesses and plan the appropriate next steps in their learning to ensure progress. It also generates a best-fit Oxford Reading Level so that, when required, teachers can be sure children are reading age-appropriate books with the right level of support or challenge. Choosing appropriate texts, at just the right level, is particularly important for assessment purposes and for developing mastery.

### The Oxford Reading Criterion Scale and the teaching of reading

It goes without saying that it is only through effective teaching and development of children's reading skills—and their love of reading for pleasure—that they will make the progress required. All schools should have a high quality phonics programme in place, such as *Read Write Inc Phonics*, to ensure children master their decoding and word reading skills quickly and effectively.

The **Oxford Reading Criterion Scale** can be used alongside any reading programme or approach but is particularly powerful when combined with an effective guided reading programme, such as *Project X Origins* and carefully levelled independent reading resources such as *Oxford Reading Tree* and *Treetops*.

If you would like to know more about Oxford University Press' reading programmes, visit [www.oxfordprimary.com](http://www.oxfordprimary.com)



## About the Oxford Reading Criterion Scale

The Reading Criterion Scale was developed by assessment expert Ros Wilson and reading expert Sarah Threlkeld-Brown. It describes the reading journey that children make, from their first pre-reading behaviours and early phonics skills through to a more complex and intricate understanding of a range of texts. The Reading Criterion Scale breaks down children's reading development into small steps so that it is easy to identify the point children have reached, and the steps they need to make next in order to progress. Although the criteria are set out in a rough hierarchy, every child's reading journey is different, so the Reading Criterion Scale supports a 'best-fit' teacher judgement against national expectations whilst also giving teachers (and other stakeholders) a very accurate, individual picture for every child.

In 2013, the National Foundation for Education Research (NFER) conducted an independent review of the Reading Criterion Scale and found it to be effective in improving teachers' knowledge of how to identify next steps in learning and how to progress children's reading (*Reading Criterion Scale: Quantitative Evaluation and Usability, 2013*). As a result of these findings, Oxford University Press adopted the Reading Criterion Scale as the assessment spine for its popular reading programmes: *Oxford Reading Tree*, *Treetops* and *Project X*. It is now known as the **Oxford Reading Criterion Scale** (referred to within this handbook as the ORCS).

The Oxford Reading Criterion Scale describes the detailed steps children make as they learn to read and presents this information in a format that is specifically designed to facilitate assessment. It represents the skills hierarchy common to all children's development regardless of curriculum, and it is therefore curriculum neutral.



## How to Use the Oxford Reading Criterion Scale

**The Oxford Reading Criterion Scale** (ORCS) is designed to inform regular, observational assessment of reading (e.g. during guided or group reading) and to be used as a periodic summative assessment tool.

The ORCS is organized into a series of Standards that map to the primary year groups, from Standard 1 (Reception/P1) through to Standard 7 (Year/P7). Each Standard sets out a number of criteria against which children are assessed. The particular reading skill that each criterion is assessing is highlighted in brackets so that teachers can quickly identify general areas of strength or weakness for each child:

- READ - word reading and general reading behaviour
- R = recall and retrieval
- E = exploring the author's language and point of view
- A = analysis, of structure and organization
- D = deduction and inference

### The ORCS and phonics

In Reception and Year 1 (Standards 1 and 2) children will be learning to read using a systematic synthetic phonics (SSP) programme. The use of an SSP programme for teaching reading underpins the ethos of Standards 1 and 2 and is crucial for ensuring that children learn to read confidently, accurately and fluently.

You will need a stock of books which match the phonic progression of your SSP programme, to ensure that you can always give children access to books that are 100% decodable for them at the current point in their phonics learning. It's important to use 100% decodable books for take-home reading, as well as for reading in class. This will help children to progress smoothly in their reading, without having to resort to guessing words.

### Assessing phonics and word reading skills

The ORCS includes criteria relating to phonics and word reading skills, particularly in Standards 1 and 2. These are broad criteria, and you can use them to record children's phonic skills and knowledge in general terms.

As part of your school's phonics teaching you will need to track and assess phonic skills development in greater detail. The SSP programme that you use in school will include assessment and progress-tracking tools, and advice to help you identify children who may need additional help with phonics. It's important to use these SSP-specific assessment and tracking tools to ensure that all children develop their phonics and reading skills at the expected rate. The phonic assessment you undertake as part of your SSP teaching can feed into the ORCS assessment.

You will find a Phonics Screening Check Tool on Oxford Owl (in the Teaching and Assessment Resources section), which generates random words (including non-words) to help you assess phonics and, if appropriate, prepare for the Year 1 Phonics Screening Check.

Some children will race ahead with all the decoding and word recognition skills required of their year group. These children should be moved on in their phonics, but teachers will want to ensure that their comprehension skills and vital early reading behaviours are keeping pace. This means a child could be a Standard 2 in phonics skills but still developing at Standard 1 in their comprehension. Likewise, some children will tick all the comprehension boxes at Standard 3 but struggle with Standard 2 phonics. The ORCS allows teachers to identify and address the specific strengths and weaknesses of each child.



## The ORCS and National Expectations

Assessments against each Standard result in a score which determines whether a child is Developing, Secure or Advanced against expectations for their year group. Children should be judged as ‘secure’ within a Standard by the end of each year in order to be tracking national expectations.

**NOTE:** By ‘national expectations’ we mean the aspirations of the National Curriculum in England.

Year Group	ORCS Assessment Standard	National Expectations by the end of the year	Typical Oxford Reading Level text
Reception/P1	Standard 1	Secure Standard 1	Oxford Reading Level 3
Year 1/P2	Standard 2	Secure Standard 2	Oxford Reading Level 6
Year 2/P3	Standard 3	Secure Standard 3	Oxford Reading Level 9/10
Year 3/P4	Standard 4	Secure Standard 4	Oxford Reading Level 13
Year 4/P5	Standard 5	Secure Standard 5	Oxford Reading Level 15
Year 5/P6	Standard 6	Secure Standard 6	Oxford Reading Level 17
Year 6/P7	Standard 7	Secure Standard 7	Oxford Reading Level 19

A very low score, usually below six points, means that a child is not yet working within that Standard and should be assessed against the Standard for the prior year group; a very high score – two or three points into the advanced category – prompts teachers to assess against the next Standard. Nevertheless, teachers will want to ensure children have mastered all the criteria in each Standard – and give children opportunities to deepen their understanding – before moving them on.

There is also a Pre-reading Standard which sets out very early reading behaviours and skills. Depending on their pre-school experience, some children will acquire the majority of these skills before Reception/P1 but others will need more help to develop the basics. The Pre-Reading Standard is designed to support an early baseline assessment of children’s needs; those who tick most of the boxes can then be assessed and developed against Standard 1.

## Making an Informed Assessment of a Child's Reading

### Using the Oxford Reading Criterion Scale for summative assessment

Most schools begin using the Oxford Reading Criterion Scale with an initial/ baseline summative assessment. Similar to guided reading sessions, these are known as Comprehension Conversations, and can be done with one child or a group of up to four. (Support for these can be found on pages 32–41.) It is recommended that summative assessments are done at the end of each term (though some schools prefer a single, end-of-year assessment).

You should allow 20–30 minutes to conduct each assessment. The summative assessment process follows on page 7.

Step	What to do	Notes
Step 1	Select the appropriate ORCS Standard for the year group of the child, or children, you wish to assess.	If you know, from other assessments or knowledge of a child, that a child is working well below expectations select the Standard from the prior year.
Step 2	Select a text at an appropriate level for the child/group of children. The text must be an UNSEEN text for children but you will need to be very familiar with it yourself. Ensure you have enough copies of the text for yourself and each child.	Advice and guidance on choosing appropriate assessment texts is provided on page 9. With longer texts you will need to select one or two chapters or sections that are manageable within the timescale of the assessment.
Step 3	Photocopy a Standard for each child – adding their name and the date.	
Step 4	For each child, go through the criteria listed on the Standard and put a tick against any that you are confident the child is secure in.	As a guide, you will want to have observed a child demonstrating the skills described in a criterion at least three times to make a secure judgement.
Step 5	Use the criteria that are NOT ticked to generate a series of questions relating to the chosen text that will allow you to assess the skills you are not confident about. These questions form the basis of the Comprehension Conversation.	Each Comprehension Conversation is unique to the selected text and the assessment needs of the child or group of children being assessed; some example Comprehension Conversations are provided on pages 32–41.
Step 6	Begin the assessment by explaining the purpose of the session to the child/ren. Introduce the text and have a brief discussion about the cover, title, blurb etc.	
Step 7	Ask children to read the text – or a section of the text – quietly or silently. Tap children on the shoulder individually, asking them to read a little louder for a moment so that you can assess their word reading skills and strategies for tackling unfamiliar words. Then, once the text has been read, conduct the Comprehension Conversation using the prepared questions.	You should allow about 20 minutes for the Comprehension Conversation.
Step 8	During or immediately after the conversation, complete each child’s ORCS using the following marks to indicate your judgement against each criterion: ✓ – there is clear, secure evidence that the child has mastered this skill ● – there is some evidence that the child can do this ✗ – there is no evidence that the child can do this	You will need to use your professional judgement as to whether the child is secure in a skill. As a guide: ● If a child responds confidently in the assessment and you have observed this skill previously insert a [✓] ● If a child responds well in the assessment but you have not seen much evidence of this before insert a [●] ● If a child does not respond well in the assessment but you have seen some evidence before insert a [●]
Step 9	Sometimes the genre of the text means that one or more criteria cannot be assessed. Each criterion that cannot be assessed should be marked with a dash [-].	
Step 10	Add up the number of ticks to generate a score and use the box at the bottom of the Standard to make a judgement. As well as showing whether a child is Developing, Secure or Advanced against expectations, the judgement indicates the best Oxford Reading Level for a child to be reading at.	If one or more criteria are marked with a dash, reduce the points required to achieve each category accordingly. For example, if ‘Developing’ requires a score between 6–9 points it can be awarded for a score between 5–8 points if one criterion is unassessed or between 4–7 points if two criteria are unassessed.
Step 11	If the child does not make the entry threshold for ‘Developing’ at the required Standard for their year group you should assess against the Standard for the prior year. If the child reaches an Assessment Point for a particular Standard you may assess against the Standard for the next year. However, if the child does not meet the entry threshold for ‘Developing’ at the next Standard he/she should be recorded as ‘Advanced’ at the current Standard.	This child will need focused support and intervention to help them make accelerated progress.  You will want to ensure that this child has opportunities to broaden and deepen their skills within the Standard for their year group, as well as providing stretch in the form of new learning, as appropriate.
Step 12	Phonics and word reading skills – leading to fluency – and those criteria marked with a [●] can be used to inform the child’s next steps.	For more information on next steps and setting targets to ensure progress see pages 42–47.
Step 13	Record the summative ORCS judgement (and Oxford Reading Level, if you wish) on a class record sheet. Use a spreadsheet to record the pattern of assessments across the class over an academic year.	An example class progress tracking sheet is provided on page 14 and provided electronically on Oxford Owl ( <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a> )
Step 14	From this point, ongoing observations and informal assessment of children should be recorded on each child’s ORCS Standard and used for formative purposes. The next summative Comprehension Conversation should be designed based on this evidence.	You will want to review the evidence periodically to ensure that each child is making progress and to inform next steps; this might include a change of guided reading group or a higher Oxford Reading Level for independent reading.

Example of a summative assessment at Standard 3

This is the summative assessment outcome of a Year 2/P3 child in the autumn term. The child has been judged to be a Developing Standard 3 and so is on track to meet national expectations at the end of the year. Criteria marked with a [●] indicate the most obvious next steps for this child. For more information about setting targets to ensure progress see pages 42–47.

STANDARD 3: Year 2/Primary 3		
Name: Sam Peters		Date: 10th December
No.	Criteria	Evidence? (✓, X, ●)
1	Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)	●
2	Can read aloud, taking into account . ? ! (READ)	✓
3	Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ)	✓
4	Can read most of the Y1/2 high frequency words. (READ)	✓
5	Can confidently recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts. (A)	✓
6	Can locate some specific information, e.g. key events, characters’ names or key information in a non-fiction text. (R)	✓
7	Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D)	●
8	Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)	X
9	Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D)	✓
10	Is beginning to talk about the features of certain non-fiction texts (non- chronological report, information poster, letter). (A)	●
11	Is beginning to use contents and index pages to locate information in non- fiction texts. (A/R)	●
12	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ)	●
13	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). (READ)	✓
14	Can read words with contractions (e.g. I’m, I’ll, we’ll, he’s) and understands that the apostrophe represents the omitted letter(s). (READ)	✓
15	Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! , .). (READ)	●
16	Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered words). (READ)	●
17	Can explain the meaning of interesting ‘WOW’ words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful). (D)	●
18	Can summarise a story, giving the main points clearly in sequence. (R)	✓
19	Can distinguish between fiction and non-fiction. (A)	✓
20	Having read a text, can find the answers to questions, both written and oral. (R)	●
21	Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration,. (E)	●
22	Can discuss reasons for events in stories by beginning to use clues in the story. (D)	●
23	Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D)	X
24	Can confidently relate texts to their own experiences. (D)	●
25	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). (A)	●
26	Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary. (R/A)	●
Total	Standard 3 – Developing	✓ = 10

Assessment score	
0–5 ticks = not yet working at this Standard; review against Standard 2 6–12 ticks = Developing (Oxford Reading Levels 7/8) 13–21 ticks = Secure (Oxford Reading Levels 9/10)	22–26 ticks = Advanced (Oxford Reading Level 11) Assessment point: children with 23 or more ticks should be assessed against Standard 4.

Choosing appropriate assessment texts

It is very important that the texts chosen for the assessment are unseen – completely new to the child being assessed – and are at an appropriate level for the child’s age and ability. The list of selected assessment texts below is given as a guide but teachers should use their professional judgement and/or the Oxford Reading Levels to guide their choice of assessment text.

- For assessing Standard 1 – *Just Imagine* by Pippa Goodhart OR *Always Everywhere* by Jane Blatt
- For assessing Standard 2 – *The Lonely Penguin* by Petr Horacek
- For assessing Standard 3 – *Nipper McFee: In Trouble with Great Aunt Twitter* by Rose Impey OR *Lulu and Bob* by Lerryn Korda
- For assessing Standard 4 – *It’s a Dog’s Life* by Michael Morpurgo OR *The Hedgehog Mystery* by Ally Kennen
- For assessing Standard 5 – *Jiggy and the Witchfinder* by Michael Lawrence OR *The Great Cat Conspiracy* by Katie Davies
- For assessing Standard 6 – *Dread Pirate Fleur and the Ruby Heart* by Sara Starbuck OR *I am not Joey* by Jack Gantos
- For assessing Standard 7 – *Eragon* by Christopher Paolini

Using the Oxford Reading Criterion Scale for ongoing, formative assessment

Following a summative assessment, teachers should make observational notes and ongoing judgements against the criteria on the ORCS Standard for each child. This can be done during guided reading sessions, when working with children individually or whenever an opportunity arises. This process helps the teacher build up a clear and accurate picture of the progress children are making against expectations and in each of the different skills of reading; it enables teachers to quickly identify and address gaps in children’s learning and/or to extend learning as appropriate. At the point of the next summative assessment, teachers only need to focus on those criteria that have not been judged as secure.

Tracking progress and ensuring mastery using the Oxford Reading Criterion Scale

It is the responsibility of every teacher to ensure children make progress in reading throughout the year and, with higher attainment targets and expected standards, the importance of being able to track and provide evidence of pupil progress cannot be overstated. However, teachers need to be aware that progress in reading is not always about acquiring new skills and moving ‘up’; depth and breadth of understanding and the ability to confidently apply knowledge and skills to a range of texts *at an appropriate level of challenge* is very important within a mastery curriculum.

The ORCS allows teachers to track both kinds of progress. At the summative assessment points children may move category – from developing to secure, for example – but should also increase their points score on the Standard for their year group. This means that, even if a child remains within the ‘developing’ category between summative assessment points, teachers will be able to show progress in terms of points and against specific criteria.

Within each category – developing, secure and advanced – there will usually be a number of criteria against which children are not yet judged to be secure. Focusing on these as next steps for development – and indeed providing



children with a range of opportunities to deepen their secure skills – will help teachers ensure mastery. Selecting texts at the right level of challenge is a very important aspect of this. Mastery should be achievable against texts of an appropriate level but should not be expected against more challenging texts. Teachers can use the best-fit Oxford Reading Level generated by the ORCS as a guide.

More importantly, the ORCS – linked to effective teaching – enables teachers to identify and focus on a small number of next steps for each child, thus ensuring that progress and mastery actually happens.

The ORCS and Oxford Reading Levels

The chart below indicates the correlation between the ORCS Standards and the Oxford Reading Levels. It shows what Oxford Reading Level text a child at a given point on the ORCS should be comfortable reading – that is, capable of reading independently but with an element of challenge to stretch their skills. The Oxford Reading Levels can be found on Oxford’s *Oxford Reading Tree*, *Treetops* and *Project X* programmes.

This is for guidance only as teachers will want to use their professional judgement in the selection of texts and children should also be encouraged to read texts both above and beyond their ‘comfort level’.

More information about the Oxford Reading Levels, including *A Teacher’s Guide to Oxford Reading Levels*, can be found at [www.oxfordprimary.com](http://www.oxfordprimary.com).

Year group	ORCS Standard	Appropriate Oxford Reading Level
Reception/P1	Pre-Reading	Level 1 or 1+
	Standard 1: Developing	Level 1+ /2
	Standard 1: Secure	Level 3
	Standard 1: Advanced	Level 4
Year 1/P2	Standard 2: Developing	Levels 4/5
	Standard 2: Secure	Level 6
	Standard 2: Advanced	Levels 7/8
Year 2/P3	Standard 3: Developing	Levels 7/8
	Standard 3: Secure	Levels 9/10
	Standard 3: Advanced	Level 11
Year 3/P4	Standard 4: Developing	Levels 11/12
	Standard 4: Secure	Level 13
	Standard 4: Advanced	Level 14
Year 4/P5	Standard 5: Developing	Level 14
	Standard 5: Secure	Level 15
	Standard 5: Advanced	Level 16
Year 5/P6	Standard 6: Developing	Level 16
	Standard 6: Secure	Level 17
	Standard 6: Advanced	Level 18
Year 6/P7	Standard 7: Developing	Level 18
	Standard 7: Secure	Level 19
	Standard 7: Advanced	Level 20



Evidence of progress between summative assessments

This is the summative assessment outcome of a Year 2/P3 child in the spring term, showing progress from the autumn term (page 8). This child is now a Secure Standard 3 so should meet the national expectations at the end of Key Stage 1. He has made good progress from Developing to Secure and from 10 to 20 points. However, there are still aspects of Standard 3 which this child needs to develop (reading of high frequency words, understanding of vocabulary and inference/deduction).

STANDARD 3: Year 2/Primary 3		
Name: Sam Peters		Date: 23rd March
No.	Criteria	Evidence? (✓, X, ●)
1	Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)	✓
2	Can read aloud, taking into account . ? ! (READ)	✓
3	Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ)	✓
4	Can read most of the Y1/2 high frequency words. (READ)	✓
5	Can confidently recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts. (A)	✓
6	Can locate some specific information, e.g. key events, characters’ names or key information in a non-fiction text. (R)	✓
7	Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D)	✓
8	Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)	●
9	Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D)	✓
10	Is beginning to talk about the features of certain non-fiction texts (non- chronological report, information poster, letter). (A)	✓
11	Is beginning to use contents and index pages to locate information in non- fiction texts. (A/R)	✓
12	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ)	✓
13	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). (READ)	✓
14	Can read words with contractions (e.g. I’m, I’ll, we’ll, he’s) and understands that the apostrophe represents the omitted letter(s). (READ)	✓
15	Can read aloud with intonation, taking into account a wider range of punctuation ( . ? ! , , ). (READ)	✓
16	Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered words). (READ)	●
17	Can explain the meaning of interesting ‘WOW’ words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful). (D)	●
18	Can summarise a story, giving the main points clearly in sequence. (R)	✓
19	Can distinguish between fiction and non-fiction. (A)	✓
20	Having read a text, can find the answers to questions, both written and oral. (R)	✓
21	Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration,. (E)	●
22	Can discuss reasons for events in stories by beginning to use clues in the story. (D)	●
23	Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D)	●
24	Can confidently relate texts to their own experiences. (D)	✓
25	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). (A)	✓
26	Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary. (R/A)	✓
Total	Standard 3 – Secure	✓ = 20

Assessment score		
0–5 ticks = not yet working at this Standard; review against Standard 2	22–26 ticks = Advanced (Oxford Reading Level 11)	Assessment point: children with 23 or more ticks should be assessed against Standard 4.
6–12 ticks = Developing (Oxford Reading Levels 7/8)		
13–21 ticks = Secure (Oxford Reading Levels 9/10)		



Example of an initial summative assessment at Standard 6

This is the summative assessment outcome of a Year 5/P6 child in the autumn term. The child has been judged to be a Developing Standard 6 so is on track to meet national expectations at the end of Key Stage 2. Criteria marked with a [●] indicate the most obvious next steps for this child. For more information about target setting see pages 42–47.

STANDARD 6: Year 5/Primary 6		
Name: Joe Dell		Date: 10th December
No.	Criteria	Evidence? (✓, ✗, ●)
1	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation. (READ)	✓
2	Can clarify the meaning of unknown words from the way they are used in context. (D)	●
3	Can skim and scan to identify key ideas in text. (R)	✓
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index. (R/A)	●
5	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)	✓
6	Can summarise and explain main points in a text, referring back to the text to support and clarify summaries. (R)	●
7	Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc. (A)	✓
8	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. (D)	●
9	Can identify the point of view from which a story is told. (D)	●
10	Can compare and discuss the structures and features of a range of non- fiction texts. (A)	✓
11	Can discuss how an author builds a character through dialogue, action and description. (D)	✓
12	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world. (E)	●
13	Can discuss how a text may affect the reader and refer back to the text to back up a point of view. (E)	●
14	Can identify and discuss where figurative language creates images. (E)	✓
15	Can read all the Y4/5 high frequency words. (READ)	✓
16	Can infer and deduce meaning based on evidence drawn from different points in the text. (D)	●
17	Can distinguish between fact and opinion. (E)	✓
18	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling. (D)	●
19	Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence. (R/D)	●
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes. (E/A)	✓
21	Can justify preferences in terms of authors’ styles and themes. (E)	✗
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others. (R/A)	●
23	Can identify why a long-established novel, poem or play may have retained its lasting appeal. (E)	✗
24	Can discuss the difference between literal and figurative language and the effects on imagery.	●
25	Can sometimes recognize the use of irony and comment on the writer’s intention (e.g. sarcasm, insincerity, mockery). (E)	●
26	Can recognize some text features within some mixed-genre texts. (A)	●
Total	Standard 6 – Developing	✓ = 10

Assessment score	
0–5 ticks = not yet working at this Standard; review against Standard 5 6–12 ticks = Developing (Oxford Reading Level 16) 13–21 ticks = Secure (Oxford Reading Level 17)	22–26 ticks = Advanced (Oxford Reading Level 18) Assessment point: children with 23 or more ticks should be assessed against Standard 7.

Evidence of progress between summative assessments

This is the summative assessment outcome of a Year 5/P6 child in the spring term showing progress from the autumn term (page 12). The child is now an Advanced Standard 6 so should definitely meet national expectations at the end of Key Stage 2. He has made very good progress from Developing to Advanced and from 10 to 22 points. However, there are still aspects of Standard 6 which this child needs to develop (recognizing the writer’s intention, commenting on authors’ styles).

STANDARD 6: Year 5/Primary 6		
Name Joe Dell		Date 16th March
No.	Criteria	Evidence? (✓, ✗, ●)
1	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation. (READ)	✓
2	Can clarify the meaning of unknown words from the way they are used in context. (D)	✓
3	Can skim and scan to identify key ideas in text. (R)	✓
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index. (R/A)	✓
5	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)	✓
6	Can summarise and explain main points in a text, referring back to the text to support and clarify summaries. (R)	✓
7	Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc. (A)	✓
8	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. (D)	✓
9	Can identify the point of view from which a story is told. (D)	✓
10	Can compare and discuss the structures and features of a range of non- fiction texts. (A)	✓
11	Can discuss how an author builds a character through dialogue, action and description. (D)	✓
12	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world. (E)	✓
13	Can discuss how a text may affect the reader and refer back to the text to back up a point of view. (E)	✓
14	Can identify and discuss where figurative language creates images. (E)	✓
15	Can read all the Y4/5 high frequency words. (READ)	✓
16	Can infer and deduce meaning based on evidence drawn from different points in the text. (D)	✓
17	Can distinguish between fact and opinion. (E)	✓
18	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling. (D)	✓
19	Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence. (R/D)	✓
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes. (E/A)	✓
21	Can justify preferences in terms of authors’ styles and themes. (E)	●
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others. (R/A)	✓
23	Can identify why a long-established novel, poem or play may have retained its lasting appeal. (E)	●
24	Can discuss the difference between literal and figurative language and the effects on imagery.	●
25	Can sometimes recognize the use of irony and comment on the writer’s intention (e.g. sarcasm, insincerity, mockery). (E)	●
26	Can recognize some text features within some mixed-genre texts. (A)	✓
Total	Standard 6 – Advanced	✓ = 22

Assessment score	
0–5 ticks = not yet working at this Standard; review against Standard 5 6–12 ticks = Developing (Oxford Reading Level 16) 13–21 ticks = Secure (Oxford Reading Level 17)	22–26 ticks = Advanced (Oxford Reading Level 18) Assessment point: children with 23 or more ticks should be assessed against Standard 7.

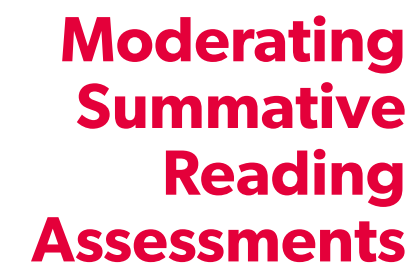




## Oxford Reading Criterion Scale: class progress tracking sheet

A simple spreadsheet version of this chart is available at [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk).

**IMPORTANT NOTE:** there is no standard number of 'points' progress required. The points score is merely indicative of general progress made against the ORCS.



Assessing reading is a complex and often subjective process. The **Oxford Reading Criterion Scale** provides a framework for summative teacher assessment but cannot altogether eliminate difference of opinion between professionals. Regular moderation meetings and opportunities for discussion about judgements will help to ensure the accuracy and consistency of assessments across the school. Schools may also wish to supplement their teacher assessment with the occasional use of standardised reading tests.

It is helpful to appoint an assessment lead for reading (the subject lead or someone experienced and confident in assessment). When the ORCS is introduced, the assessment lead should work with staff to develop summative Comprehension Conversations (see pages 32–41) and observe the summative reading assessment process, including the setting of next steps. Staff can then meet to review the process and develop a consensus about how to make summative judgements.

Schools may also collect video evidence of good Comprehension Conversations or children reading and discussing a text at the expected standard for each year as models for new or inexperienced staff.

## Children Working Below and Above Expectations (in England)

All classes will contain children from a range of backgrounds and abilities. Background should never be a barrier to expectation or an excuse for low achievement but it may cause some difficulties along the way. The job of all teachers is to identify and address gaps as soon as they appear and focus on closing gaps as soon as possible. Assessment using the ORCS gives teachers precise information about children's abilities to enable focused intervention or to suggest opportunities for development and stretch. By providing detailed evidence of exactly what a child can and cannot do, the ORCS also supports communication between teachers and schools at vital transition points in a child's learning journey.

## The Importance of Standards 2 and 3

Standards 2 and 3 of the ORCS contain almost all the skills a child needs to demonstrate in order to be a competent reader. From Standard 4 onwards, the ORCS reflects the increasing fluency, sophistication and confidence that children bring to their reading and understanding of a wider and more challenging range of texts, as well as the likely depth and breadth of their responses.

- Children who are a Secure Standard 2 at the end of Year 1 should be 'on track to meet national expectations' at the end of Key Stage 1. They should be secure enough in their phonics knowledge to decode all but the most unusual words.
- Year 2 (Standard 3) is a crucial phase – children who have not mastered phonics must quickly secure these skills whilst many children who have mastered phonics still lack fluency and understanding. It is vital that the basics are mastered to ensure that children can meet the National Standard at the end of Key Stage 1.
- Year 2 is often the point at which good readers turn off reading and stop reading often enough to develop a reading for pleasure habit. Again, it is vital to ensure that these children remain motivated and challenged as readers and that there are regular opportunities for independent reading.



- Children who are still at Standard 2 or who are Developing Standard 3 at the end of Year 2 will fall short of the National Standard at the end of Key Stage 1 and are statistically very likely to fall short of National Standard at the end of Key Stage 2 (and on up to GCSE) unless they receive skilful intervention.
- Teachers in all year groups should know Standards 2 and 3 well. Key Stage 1 teachers need to firmly lay the foundations a child needs to become a good reader; teachers at Key Stage 2 and above can rescue those who have fallen behind by focusing on the vital early skills, including a programme of systematic synthetic phonics.

Key Stage 2 expectations

By the end of Key Stage 2 all children should be reading somewhere between Standard 6 and Standard 7. A child who is a Secure Standard 6 will be able to read and respond to a range of texts with confidence and should achieve the National Standard in reading at the end of Key Stage 2.

- Many children ‘dip’ in performance between Key Stages, especially if they change setting. Even children who were judged Secure or ‘at National Standard’ at the end of Key Stage 1 may slip back on entry to Key Stage 2. Continued teaching of both phonics and comprehension skills and careful monitoring is vital throughout Year 3 and 4 to ensure children retain and build upon the foundations laid in Key Stage 1.
- A child who is a Secure Standard 6 at the end of Key Stage 2 will be a good reader and is likely to achieve National Standard at the end of Key Stage 2. However, this child is not exceptional and remains vulnerable to a dip on transition to Key Stage 3.
- Children who are Developing at the Standard for their year group probably remain on track to reach National Standard at the end of Key Stage 2, but are vulnerable and should be monitored; further slippage should be addressed immediately.
- Reading progress can be more erratic at Key Stage 2 and is increasingly dependent on children’s motivation. Careful monitoring during guided reading or one-to-one sessions, together with summative assessments, will help identify ‘blips’ versus ‘trends’.
- Children who are Advanced at the Standard for their year group will continue to need development and should be encouraged to broaden and deepen their skills by reading a range of texts. Book clubs and opportunities for talk about books are useful for all children but can be particularly helpful for keeping good readers engaged.
- Children who are a Secure Standard 7 when they leave primary school will be extremely good readers and well placed to meet the demands of the secondary curriculum. Progress for these children will be about responding to an increasingly sophisticated range of texts across a range of subjects. And of course – continued and regular reading for pleasure!



The Oxford Reading Criterion Scale

Pre-reading Standard: Early Years

The Pre-reading Standard supports the observation and recording of early reading behaviours, listening and oral language skills. It is designed to help teachers evaluate children’s pre-school experiences so that they can best meet the needs of the whole class.

Children whose experience of reading and language is good prior to starting school will readily demonstrate many of these behaviours and you will be able to teach, observe and assess these children against Standard 1 fairly quickly. Other children will need more exposure to books and language before they are ready for the more formal teaching of reading to begin.

Children at the Pre-reading Standard will be able to explore, talk about and identify letter sounds in words in books at Oxford Reading Levels 1 and 1+.

**Key to Reading Skills**  
READ = word reading and general reading behaviour  
R = recall and retrieval  
E = exploring the author’s language and point of view  
A = analysis of structure and organization  
D = deduction and inference

PRE-READING STANDARD: Early Years

PRE-READING STANDARD: Early Years		
Name:		Date:
No.	Criteria	Evidence? (✓, X, ●)
1	Can hold books the right way up and turn the pages. (READ)	
2	Handles books carefully. (READ)	
3	Shows curiosity about books and chooses to look at books independently. (READ)	
4	Is beginning to distinguish between sounds in words, particularly initial letter sounds. (READ)	
5	Can recognize familiar words and signs such as their own name, advertising logos, other common words (e.g. ‘mum’ or ‘dad’). (READ)	
6	Listens attentively to stories and other texts as they are read aloud (at an age-appropriate interest level). (READ)	
7	Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D)	
8	Is beginning to talk about texts, e.g. stating simple likes/dislikes. (E)	
9	Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?). (D)	
10	Is beginning to recognize language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration. (A)	
11	Can explore and experiment with sounds and words. (READ)	
12	Can identify initial sounds in words. (READ)	
13	Can identify objects that begin with the same sound, e.g. table, tiger, tap. (READ)	
14	Can retell an event in a story or information from a non-fiction text (may only be brief). (R)	
15	Is beginning to draw on the knowledge of familiar stories/story structures to make predictions about unfamiliar stories, e.g. suggest how a story might end or what a character might do next. (D)	
16	‘Pretends’ to read familiar books, drawing on memory, language patterns and illustrations as prompts. (READ)	
17	Knows that text runs from left to right and top downwards in English. (READ)	
18	Is beginning to hear and identify where sounds appear in words. (READ)	

### Standard 1: Reception/Primary 1

Standard 1 can be used during both formal and informal observations of children as their learning progresses through Reception/Primary 1. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 5–14).

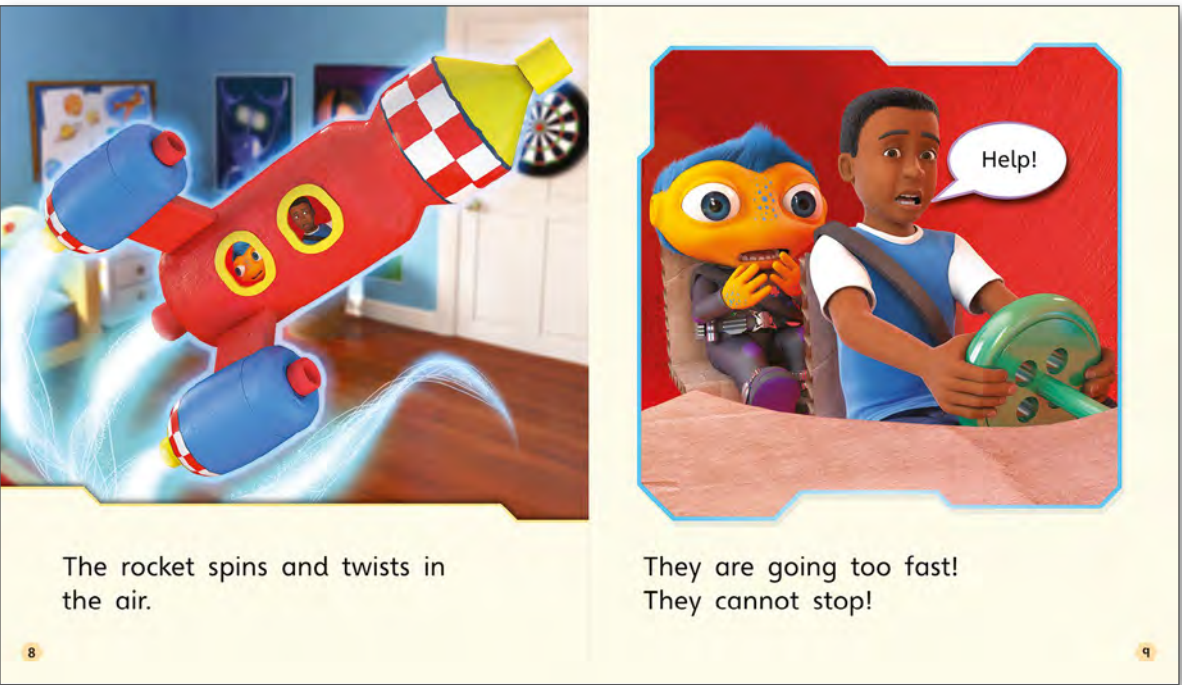
By the end of Reception/Primary 1, children should be able to:

- Handle books correctly.
- Listen to stories and other texts read to them attentively.
- Talk about familiar books confidently, including key characters, settings and events.
- Use words and illustrations to gain meaning from stories and information books.
- Read most common CVC words automatically.
- Sound and blend words containing taught vowel and consonant digraphs.
- Retell a known story in the correct sequence.
- Find information to help answer simple questions.
- Make simple predictions about stories and information books.

Children are expected to be a Secure Standard 1 – reading at Oxford Reading Level 3 – by the end of Reception/P1 in order to meet national expectations at the end of Key Stage 1.

**Key to Reading Skills**

READ = word reading and general reading behaviour  
R = recall and retrieval  
E = exploring the author's language and point of view  
A = analysis of structure and organization  
D = deduction and inference



The rocket spins and twists in the air.

They are going too fast! They cannot stop!

*The Rocket Flight: Project X, Alien Adventures*

**NOTE:** Children who can accurately, fluently and consistently read all the Reception Year GPCs and common exception words should be moved on to the National Curriculum Year 1 programme of study for word reading. However, they may still need further development of the wider reading skills outlined in Standard 1 below.

### STANDARD 1: Reception/Primary 1

Name:		Date:
No.	Criteria	Evidence? (✓, ✗, ●)
1	Can distinguish between a word, a letter and a space. (READ)	
2	Can understand the terms: book, cover, beginning, middle, end, page, word, letter, line. (READ)	
3	When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D)	
4	Can sequence the important parts of a story that is known to the reader in order. (R)	
5	Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ)	
6	Is able to read some words from the YR high frequency word list. (READ)	
7	Can state simple likes/dislikes about familiar texts. (E)	
8	Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R)	
9	Knows that information can be retrieved from different sources such as books, posters and computers. (R)	
10	Knows a wider range of GPCs and can sound and blend to read most CVC words (including words with double letters, e.g. bell, hiss). (READ)	
11	Can point to a full stop in text. (READ)	
12	Can retell familiar stories with growing confidence. (R)	
13	Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ)	
14	Can recognize language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration. (A)	
15	Can read words with consonant digraphs: ch, sh, th, ng. (READ)	
16	Can read most of the YR/P1 high frequency word list. (READ)	
17	Without prompting, uses words and illustrations together to gain meaning from a text. (R/D)	
18	With support, can find information to help answer simple, literal questions. (R)	
19	Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ)	
20	Can talk about main points or key events in a simple text. (R)	
21	Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D)	
22	Can read almost all the YR high frequency words. (READ)	
23	Knows the function of full stops when reading and shows this in their reading aloud. (READ))	
24	Can read most common CVC words automatically, without the need for sounding and blending. (READ)	
25	Can confidently sound and blend words containing taught vowel and consonant digraphs and some words with adjacent consonants. (READ)	
Total		

**Assessment score**

0–5 ticks = not yet working at this Standard; review against Pre-reading Standard 6–12 ticks = Developing (Oxford Reading Levels 1+/2) 13–19 ticks = Secure (Oxford Reading Level 3)	20–25 ticks = Advanced (Oxford Reading Level 4) Assessment point: children with 22 or more ticks may be assessed against Standard 2.
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Standard 2: Year 1/Primary 2

Standard 2 can be used during both formal and informal observations of children as their learning progresses through Year 1/Primary 2. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 5–14).

By the end of Year 1/Primary 2, children should be able to:

- Use a wide range of phonic knowledge to decode and blend unfamiliar words and read them aloud accurately.
- Read most common exception words.
- Read an increasing number of words automatically and fluently.
- Use a growing knowledge of vocabulary to gain meaning from texts.
- Talk about texts by, for example: retelling stories, predicting events or information, answering simple literal and evaluative questions (expressing basic opinions).

Children are expected to be a Secure Standard 2 – reading at Oxford Reading Level 6 – by the end of Year 1/P2 in order to meet the national expectations at the end of Key Stage 1.

Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference



Dear Mum: Oxford Reading Tree Story Sparks

**NOTE:** Children who can accurately, fluently and consistently read all the Year 1 GPCs and common exception words should be moved on to the National Curriculum Year 2 programme of study for word reading. However, they may still need further development of the wider reading skills outlined in Standard 2 below.

STANDARD 2: Year 1/Primary 2

Name:		Date:
No.	Criteria	Evidence? (✓, ✗, ●)
1	Can read aloud and is beginning to use expression to show awareness of punctuation. (READ)	
2	Reads familiar words with growing automaticity. This includes the YR/P1 and some of the Y1/2 (P2/3) high frequency words which are easily decodable and some common exception words. (READ)	
3	Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E)	
4	Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC. (READ)	
5	Notifies unfamiliar and interesting words ('WOW' words grow with the age of the child). (E/D)	
6	Can choose a book from a selection and explain why chosen. (E)	
7	Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D)	
8	Can retell known stories, including significant events/main ideas in sequence. (R)	
9	Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D)	
10	Can make plausible predictions about characters, using knowledge of the story and own experiences. (D)	
11	Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts. (READ/A)	
12	With support, can answer simple questions/find information in response to a direct question. (R)	
13	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ)	
14	Can express opinions about main events and characters in stories, e.g. good and bad characters. (E)	
15	Is beginning to identify when reading does not make sense and attempts to self-correct. (READ)	
16	Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence. (R)	
17	Can use the front cover and book title as well as illustrations and the words inside to make reading choices. (E)	
18	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s). (READ)	
19	Can read the different grapheme-phoneme correspondences for long vowel phonemes. (READ)	
20	Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ)	
21	Can locate specific information on a given page in response to a question. (R)	
22	Can relate stories/texts to their own experiences, including story settings and incidents. (D)	
23	Can comment on obvious characteristics and actions of characters in stories. (D)	
24	Is beginning to distinguish between fiction and non-fiction. (A)	
25	Uses phonics first when encountering unfamiliar words. (READ)	
26	Can read a wide range of words containing taught GPCs accurately and automatically, without the need for sounding and blending. (READ)	
Total		

Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 1	20–25 ticks = Advanced (Oxford Reading Level 7/8)
6–12 ticks = Developing (Oxford Reading Levels 4/5)	Assessment point: children with 22 or more ticks may be assessed against Standard 3.
13–19 ticks = Secure (Oxford Reading Level 6)	



Standard 3: Year 2/Primary 3

Standard 3 can be used during both formal and informal observations of children as their learning progresses through Year 2/Primary 3. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 5–14).

By the end of Year 2/Primary 3, children should be able to:

- Read most words fluently and accurately without the need for decoding and blending.
- Read unfamiliar words accurately by decoding and blending the sounds, recognizing alternative sounds for a range of graphemes.
- Read words with two or more syllables, using decoding skills and knowledge of syllables to support their reading of longer, unfamiliar words.
- Read aloud with intonation and expression, taking into account the punctuation.
- Identify when reading doesn’t make sense and self-correct.
- Use a growing knowledge of vocabulary to gain meaning from texts.
- Make predictions about texts and relate texts to their own experiences.
- Compare and contrast some texts, giving simple views and explanations.
- Summarize a story clearly and in sequence.
- Identify the difference between fiction and non-fiction.

Children are expected to be a Secure Standard 3 – reading at Oxford Reading Level 9 or 10 – by the end of Year 2/P3 in order to meet national expectations at the end of Key Stage 1.

Key to Reading Skills

READ =word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference



The Fun Run: Project X Origins

STANDARD 3: Year 2/Primary 3

Name:		Date:
No.	Criteria	Evidence? (✓, X, ●)
1	Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)	
2	Can read aloud, taking into account . ? ! (READ)	
3	Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ)	
4	Can read most of the Y1/2 (P2/3) high frequency words. (READ)	
5	Can confidently recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts. (A)	
6	Can locate some specific information, e.g. key events, characters’ names or key information in a non-fiction text. (R)	
7	Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D)	
8	Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)	
9	Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D)	
10	Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). (A)	
11	Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R)	
12	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ)	
13	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). (READ)	
14	Can read words with contractions (e.g. I’m, I’ll, we’ll, he’s) and understands that the apostrophe represents the omitted letter(s). (READ)	
15	Can read aloud with intonation, taking into account a wider range of punctuation ( . ? ! , ). (READ)	
16	Can read all of the high frequency words, up to and including the Y1/2 (P2/3) high frequency word list (demonstrates fluent and automatic reading of frequently encountered words). (READ)	
17	Can explain the meaning of interesting ‘WOW’ words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful). (D)	
18	Can summarize a story, giving the main points clearly in sequence. (R)	
19	Can distinguish between fiction and non-fiction. (A)	
20	Having read a text, can find the answers to questions, both written and oral. (R)	
21	Can talk about how different words and phrases affect meaning, including the use of some simple literary language (for example, alliteration). (E)	
22	Can discuss reasons for events in stories by beginning to use clues in the story. (D)	
23	Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D)	
24	Can confidently relate texts to their own experiences. (D)	
25	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). (A)	
26	Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary. (R/A)	
Total		

Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 2

6–12 ticks = Developing (Oxford Reading Levels 7/8)

13–21 ticks = Secure (Oxford Reading Levels 9/10)

22–26 ticks = Advanced (Oxford Reading Level 11)

Assessment point: children with 23 or more ticks may be assessed against Standard 4.

## Standard 4: Year 3/Primary 4

Standard 4 can be used during both formal and informal observations of children as their learning progresses through Year 3/Primary 4. A review of the evidence gathered and summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 5–14).

By the end of Year 3/Primary 4, children should be able to:

- Use a range of strategies to establish meaning from texts, including specific strategies for working out the meaning of unfamiliar vocabulary.
- Read aloud with intonation and expression, taking into account punctuation and use of dialogue.
- Offer explanations and opinions, using evidence from the text.
- Identify some aspects of author craft, e.g. specific structures or language choices used.
- Identify a range of non-fiction text types and their purpose.

Children are expected to be a Secure Standard 4 – reading at Oxford Reading Level 13 – by the end of Year 3/P4 in order to meet national expectations at the end of Key Stage 2.

### Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference

Michael Faraday

**ELECTRICITY TAMER:**

# Michael Faraday

*Without Michael Faraday, we'd be living in the dark ... quite literally! He discovered how to use electricity to make things move and how to produce electricity using magnets. What's shocking is that he did all this with very little education!*

A black and white portrait of Michael Faraday, showing him from the chest up, wearing a dark coat and a white cravat.

**Fact file**

<b>Born:</b>	1791 in London, England
<b>Childhood:</b>	Son of a blacksmith
<b>Worked in:</b>	Physics
<b>Died:</b>	1897 in Hampton Court, England
<b>Interesting fact:</b>	Faraday's first job was binding books. This used to be done by hand.

**Teaching himself**

In the early 1800s, science was a job for rich people who could afford to study at university. Faraday came from a poor family. He had to leave school and find work when he was 13. But Faraday loved to read. He taught himself all about science in the back of the shop where he worked.

**Starting out**

When he was 20, Faraday went to talks by a famous scientist called Humphrey Davy. Faraday wrote to Davy and got his first job in science.

**No maths ... no problem!**

Maths is a really useful tool. It helps scientists discover how the world works. Faraday knew hardly any maths but he didn't let that stop him. He was brilliant at picturing how things might work.

In the early 1800s, no one used electricity as a source of power. Faraday changed this with his invention of the electric motor.

A small cartoon character wearing a green shirt and glasses, holding a magnifying glass over a book.

**Science Souvenir**

This is Faraday's first 'electric motor'. It doesn't look like today's motors - it's just a wire dipped into a pool of mercury metal with a magnet in the middle. When electricity was passed through the wire, something special happened - the wire started to **rotate** around the magnet!

A diagram of Faraday's first electric motor. It shows a vertical rod passing through two circular pools of liquid (mercury). A wire is connected to the top of the rod, dipping into both pools. The bottom part of the rod is between the two pools. The entire setup is mounted on a base.

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11

### Science Shocks: Project X Origins non-fiction

## STANDARD 4: Year 3/Primary 4

Name:		Date:	
No.	Criteria	Evidence? (✓, X, ●)	
1	Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary). (READ)		
2	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ( " " ) for dialogue. (READ)		
3	Can summarize the main points in a text. (R)		
4	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level). (D)		
5	Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other texts on same theme; other texts by same author; a personal connection the child makes; a connection the child makes to wider experiences). (D)		
6	Can explain how and why main characters act in certain ways, using evidence from the text. (D)		
7	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. (E)		
8	Understands the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together). (A)		
9	Can identify language the author has chosen to use to capture the reader's interest and imagination. (E)		
10	Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index. (R/A)		
11	Can read all the Y1/2 (P2/3) and some Y4/5 (P5/6) high frequency words. (READ)		
12	Is able to quote directly from the text to answer questions. (R)		
13	Is beginning to skim read texts to gather the general impression of what has been written. (R)		
14	Is beginning to scan texts to locate specific information. (R)		
15	Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin. (R)		
16	Can identify reasons for actions and events based on evidence in the text. (D)		
17	Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word. (D)		
18	Sometimes empathizes with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. (D)		
19	Can identify language the author has chosen to create images and build mood and tension. (E)		
20	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations). (A)		
21	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence. (D)		
22	Can sometimes use clues from action, description and dialogue to help establish meaning. (D)		
23	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act. (D)		
Total			

### Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 3  
6–11 ticks = Developing (Oxford Reading Levels 11/12)  
12–19 ticks = Secure (Oxford Reading Level 13)

20–23 ticks = Advanced (Oxford Reading Level 14)  
Assessment point: children with 21 or more ticks may be assessed against Standard 5.



Standard 5: Year 4/Primary 5

Standard 5 can be used during both formal and informal observations of children as their learning progresses through Year 4/Primary 5. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 5–14).

By the end of Year 4/Primary 5, children should be able to:

- Independently apply a range of strategies to establish meaning from texts, including skimming and scanning for clues or evidence.
- Read aloud with intonation and expression, taking into account more sophisticated punctuation and presentational devices.
- Summarize and/or explain the main points of a text.
- Use knowledge of text structures to locate information.
- Refer to specific parts of a text in support of thoughts, ideas and opinions.
- Make simple inferences and interpretations based on clues from the text.
- Say how and why a writer has created an impact on the reader.
- Recognize and discuss the work of some well-known writers.

Children are expected to be a Secure Standard 5 – reading at Oxford Reading Level 15 – by the end of Year 4/P5 in order to meet the national expectations at the end of Key Stage 2.

Key to Reading Skills

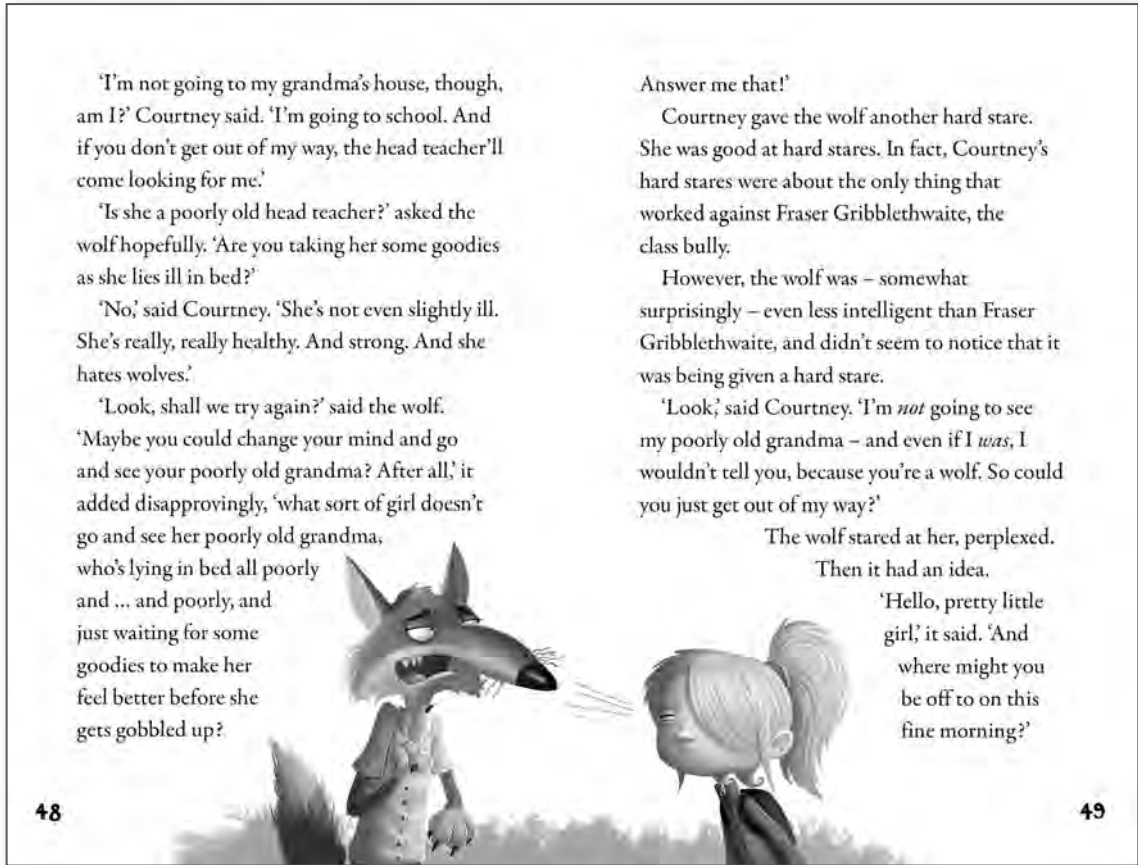
READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference



Twice Upon a Time: TreeTops Chucklers

STANDARD 5: Year 4/Primary 5

Name:		Date:
No.	Criteria	Evidence? (✓, X, ●)
1	Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... () – . (READ))	
2	Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary. (READ)	
3	Can skim read texts to gather the general impression of what has been written. (R)	
4	Can scan texts to locate specific information. (R)	
5	Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin. (R)	
6	Can summarize and explain main points in a text. (R)	
7	Can refer to the text to support opinions and predictions. (R/D)	
8	Can use clues from action, description and dialogue to help establish meaning. (D)	
9	Can read some Y4/5 (P5/6) high frequency words. (READ)	
10	Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction. (A)	
11	Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity. (A)	
12	Is able to quote directly from the text to support thoughts and discussions. (R)	
13	Can work out the meanings of ambitious words and/or phrases in context. (D)	
14	Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act. (D)	
15	Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)	
16	Can identify the point of view from which a story is told. (D)	
17	Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs. (E)	
18	Can identify the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary). (E)	
19	Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings. (E)	
20	Can discuss the work of some established authors and knows what is special about their work. (E)	
21	Is beginning to identify differences between some different fiction genres. (A)	
22	Is beginning to recognize how a character is presented in different ways and respond to this with reference to the text. (D)	
23	Can sometimes explain different characters' points of view. (D)	
24	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. (A)	
Total		

Assessment score	
0–5 ticks = not yet working at this Standard; review against Standard 4	20–23 ticks = Advanced (Oxford Reading Level 16)
6–12 ticks = Developing (Oxford Reading Level 14)	Assessment point: children with 21 or more ticks may be assessed against Standard 6.
13–19 ticks = Secure (Oxford Reading Level 15)	

Standard 6: Year 5/Primary 6

Standard 6 can be used during both formal and informal observations of children as their learning progresses through Year 5/Primary 6. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 5–14).

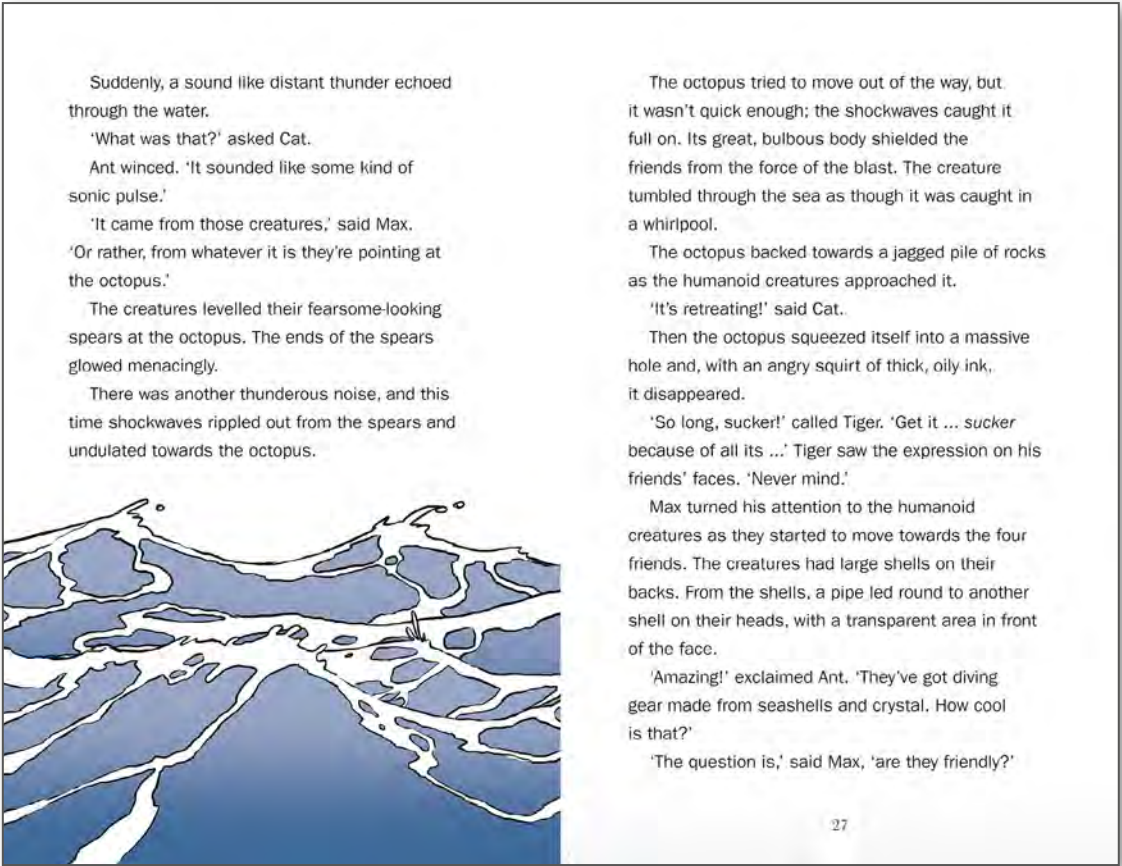
By the end of Year 5/Primary 6, children should be able to:

- Clarify the meaning of words in different contexts.
- Skim and scan texts efficiently to identify and retrieve information.
- Identify and discuss a range of fiction genres and share views and recommendations.
- Compare and discuss information and/or ideas within and across texts.
- Use inference and deduction to explore plot, character and mood and in more depth.
- Identify and discuss the use of imagery in texts.
- Justify and elaborate on thoughts and opinions, referring back to the text.
- Recognize and discuss the appeal of some classic texts.

Children are expected to be a Secure Standard 6 – reading at Oxford Reading Level 17 – by the end of Year 5/P6 in order to meet national expectations at the end of Key Stage 2.

Key to Reading Skills

READ = word reading and general reading behaviour  
R = recall and retrieval  
E = exploring the author’s language and point of view  
A = analysis of structure and organization  
D = deduction and inference



The Sea of Memories: Project X Alien Adventures

STANDARD 6: Year 5/Primary 6

Name:		Date:
No.	Criteria	Evidence? (✓, X, ●)
1	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation. (READ)	
2	Can clarify the meaning of unknown words from the way they are used in context. (D)	
3	Can skim and scan to identify key ideas in a text. (R)	
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index. (R/A)	
5	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)	
6	Can summarize and explain the main points in a text, referring back to the text to support and clarify summaries. (R)	
7	Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc. (A)	
8	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. (D)	
9	Can identify the point of view from which a story is told. (D)	
10	Can compare and discuss the structures and features of a range of non-fiction texts. (A)	
11	Can discuss how an author builds a character through dialogue, action and description. (D)	
12	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world. (E)	
13	Can discuss how a text may affect the reader and refer back to the text to back up a point of view. (E)	
14	Can identify and discuss where figurative language creates images. (E)	
15	Can read all the Y4/5 (P5/6) high frequency words. (READ)	
16	Can infer and deduce meaning based on evidence drawn from different points in the text. (D)	
17	Can distinguish between fact and opinion. (E)	
18	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling. (D)	
19	Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence. (R/D)	
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes. (E/A)	
21	Can justify preferences in terms of authors' styles and themes. (E)	
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others. (R/A)	
23	Can identify why a long-established novel, poem or play may have retained its lasting appeal. (E)	
24	Can discuss the difference between literal and figurative language and the effects on imagery. (E)	
25	Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). (E)	
26	Can recognize some text features within some mixed-genre texts. (A)	
Total		

Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 5  
6–12 ticks = Developing (Oxford Reading Level 16)  
13–21 ticks = Secure (Oxford Reading Level 17)  
22–26 ticks = Advanced (Oxford Reading Level 18)  
Assessment point: children with 23 or more ticks may be assessed against Standard 7.



### Standard 7: Year 6/Primary 7

Standard 7 can be used during both formal and informal observations of children as their learning progresses through Year 6/Primary 7. A review of the evidence gathered and a more formal observation of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 5–14).

By the end of Year 6/Primary 7, children should be able to:

- Work out the meaning of unknown words using a range of strategies.
- Read aloud with appropriate pace and expression.
- Retrieve information from within and across texts to support ideas and opinions.
- Understand and explain how point of view impacts on the reader.
- Confidently infer and deduce meaning based on evidence from the text and using wider knowledge and experience.
- Identify and explain the different structural devices and features a writer has used.
- Comment on the success – or otherwise – of a text in achieving the writer’s intention, referring to both structure and language choices.
- Evaluate the relative importance of characters, events or information in a text.

Children who are a Secure Standard 7 – reading at Oxford Reading Level 19 – by the end of Year 6/P7 should meet the national expectations at the end of Key Stage 2.

**Key to Reading Skills**

READ = word reading and general reading behaviour  
R = recall and retrieval  
E = exploring the author’s language and point of view  
A = analysis of structure and organization  
D = deduction and inference

### Chapter Five

That afternoon Sancho set off for his isle. Amongst his retinue of servants was the man who'd pretended to be the Countess Trifaldi's bearded chaperrone. Sancho noticed the resemblance and resolved to keep an eye on him.

Sancho didn't actually know what an isle was, so it didn't strike him as odd that there was no water surrounding the town where he was taken. He was received with cheers and banners saying: *Long live Governor Don Sancho Panza!*

'Oh, I'm not a don,' said Sancho. 'Plain Sancho, that's me. Who are these two old men?'

'They've come for your judgement,' said the man-who-looked-like-the-bearded-chaperrone. 'The way you decide between them will show the people how wise you are.'

'Well, I'll do my best,' said Sancho. 'What's the matter?'

'Lord Governor,' said the first old man. 'I lent this man some money, but now he's saying he's already given it back.'

'I have, too!' said the other old man. 'And I'll swear to it!'

He gave his stick to the first old man to hold, grasped the governor's staff, and swore on his very life that the money had already been repaid.

The first old man was quite crestfallen. 'Well, I can't remember anything about it,' he said. 'But there, if he's

sworn on his life, well, that's that.'

Then the second old man took back his stick and hobbled away as fast as he could.

Sancho sat pondering for a while, and then suddenly ordered the man with the stick to be brought back.

'Split open his stick!' he said; and there, inside the stick, was the borrowed money.

Well, after that the people revered Sancho as the wisest of men – which he would have been if he'd worked out the scam by himself. Actually, though, the priest at home had told him a similar story a little while before.

That evening Sancho was shown to his palace, where waiting for him was a table piled with food. He even had his very own doctor to care for him.

Sancho reached hungrily for some fruit, but the doctor tapped the fruit bowl and a servant whisked it away before Sancho could take anything.

The same thing happened with the veal and the partridges.

At that point Sancho demanded to know what on earth was going on.

'Lord Governor,' said the doctor. 'I cannot let you eat anything that might hurt you.'

'Well, how about the rabbit?'

'Meat from a furred animal? Definitely not. In fact all I can allow is a very small quantity of quince jelly.'

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Don Quixote: TreeTops Greatest Stories

### STANDARD 7: Year 6/Primary 7

Name:		Date:	
No.	Criteria	Evidence? (✓, X, ●)	
1	Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context. (D)		
2	Can read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account. (READ)		
3	Can confidently skim and scan non-fiction texts to speed up research. (R)		
4	Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications. (R/D)		
5	Can recognize text features within mixed-genre texts. (A)		
6	Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc. (A)		
7	Can identify the point of view of some texts and how this impacts on the reader. (D/E)		
8	Can summarize information from different points in the same text or across a range of texts. (R)		
9	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. (R)		
10	Can use quotations and text references to support ideas and arguments. (R/D)		
11	Can explain a character's motives throughout a text and use evidence from the text to back up opinions. (D)		
12	Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. (D)		
13	Can recognize which character the writer wants the reader to like or dislike. (E/D)		
14	Can identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas. (D)		
15	Can comment on the success of a text providing evidence that refers to language, theme and style. (E)		
16	Can recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). (E)		
17	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story). (D)		
18	Can investigate texts to confirm and justify reasoned predictions and opinions. (R/D)		
19	Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development or flash backs/flash forwards; in non-fiction, looking at how a writer organizes information so that the reader can compare/contrast ideas, and devices and decisions the writer has made in multi-genre texts). (A)		
20	Can evaluate relationships between characters, (e.g. how characters behave in different ways as they interact with different people and/or different settings and consider the relative importance of these instances when evaluating a character's actions) referring back to the text to support thoughts and judgements. (D)		
21	Can explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader. (E)		
22	Can unpick the details of the different layers of meaning in texts, e.g. children use language to discuss texts such as: "This could be interpreted as ...", "On the other hand ...", "Perhaps the writer is suggesting ...", "One way of looking at this is that ... whilst another could be ...". (D)		
Total			

**Assessment score**

0–5 ticks = not yet working at this Standard; review against Standard 6  
6–11 ticks = Developing (Oxford Reading Level 18)

12–19 ticks = Secure (Oxford Reading Level 19)  
20–23 ticks = Advanced (Oxford Reading Level 20)



# Summative Assessment Using the ORCS

## The Comprehension Conversation

As outlined on pages 6-7, a summative assessment using the Oxford Reading Criterion Scale takes the form of a Comprehension Conversation. Teachers can work one-to-one with children but can more efficiently assess children in groups of three or four, selecting children of a similar ability. The conversation can be treated much like a guided reading session or ‘book group’ discussion but it is an assessment conversation and the choice of text and the kinds of questions you want to ask need to be carefully planned.

The first step is to gather and/or review existing evidence about a child’s reading. This process is described on page 7. Based on this evidence—and the text selected—a teacher will then need to plan a series of questions to help them assess those skills they are less certain of. Word reading and general reading behaviours can be assessed easily through observation so the questions need to focus on the four other skills on the ORCS:

- R = recall and retrieval
- E = exploring the author’s language and point of view
- A = analysis, of structure and organization
- D = deduction and inference

Assessment texts should be selected based on the age and capabilities of the children being assessed – further guidance on text selection is given on page 9.

## Example Comprehension Conversations

On the following pages you will find two examples of a planned Comprehension Conversation – one at Standard 3 and one at Standard 6. Each example shows the evidence that the teacher has gathered about the group prior to the summative assessment (through daily observation and during guided reading, for example) and is followed by a model Comprehension Conversation, based on a section of an appropriate text.

- If a teacher is working with a group, it can be helpful to record the assessment judgements made during the conversation alongside the questions – as exemplified here – and then transfer this information to each child’s individual ORCS. Teachers will need to use professional judgement during the assessment but, as a guide:
- If a child responds confidently in the assessment and you have observed this skill previously, insert a ✓
- If a child responds well in the assessment but you have not seen much evidence of this skill previously, insert a ●
- If a child does not respond well in the assessment but you have observed this skill previously, insert a ●
- If there is no evidence of a skill, insert a ✕



# Summative Assessment Using the ORCS

## Example ORCS evidence: Standard 3 (Year 2/P3)

The shaded rows indicate the focus of the assessment and the Comprehension Conversation

STANDARD 2: Year 1/P2				
Name: Group A Date: 12/3/22		Observations		
No.	Criteria	Katie	Albie	Will
1	Can read aloud and is beginning to use expression to show awareness of punctuation. (READ)	✓	✓	
2	Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ)	✓	✓	✓
3	Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E)	✓	✓	✓
4	Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC. (READ)	✓		✓
5	Notices unfamiliar and interesting words ('WOW' words grow with the age of the child). (E/D)		✓	✓
6	Can choose a book from a selection and explain why chosen. (E)	✓	✓	✓
7	Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D)		✓	✓
8	Can retell known stories, including significant events/main ideas in sequence. (R)			
9	Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D)		✓	
10	Can make plausible predictions about characters, using knowledge of the story and own experiences. (D)		✓	
11	Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts. (A)	-	-	-
12	With support, can answer simple questions/find information in response to a direct question. (R)	✓	✓	✓
13	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ)	✓	✓	
14	Can express opinions about main events and characters in stories, e.g. good and bad characters. (E)			✓
15	Is beginning to identify when reading does not make sense and attempts to self-correct. (READ)	✓	✓	✓
16	Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence. (R)		✓	
17	Can use the front cover and book title as well as illustrations and the words inside to make reading choices. (E)	✓	✓	✓
18	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s). (READ)	✓		✓
19	Can read the different grapheme-phoneme correspondences for long vowel phonemes. (READ)			
20	Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ)			
21	Can locate specific information on a given page in response to a question. (R)	✓		✓
22	Can relate stories/texts to their own experiences, including story settings and incidents. (D)			
23	Can comment on obvious characteristics and actions of characters in stories. (D)			
24	Is beginning to distinguish between fiction and non-fiction. (A)	✓		✓
25	Uses phonics first when encountering unfamiliar words. (READ)	✓		✓
26	Can read a wide range of words containing taught GPCs accurately and automatically, without the need for sounding and blending. (READ)			
Total		13	13	14
0–5 ticks = not yet working at this Standard; review against Standard 1 6–12 ticks = <b>Developing</b> (Oxford Reading Levels 4/5) 13–20 ticks = <b>Secure</b> (Oxford Reading Level 6) 21–26 ticks = <b>Advanced</b> (Oxford Reading Level 7/8) Assessment point: children with 23 or more ticks may be assessed against Standard 3.				

Example Comprehension Conversation: Standard 3 (Year 2/P3)

This Comprehension Conversation is based on *Nipper McFee – In Trouble with Great Aunt Twitter* by Rose Impey (pages 1–15)

Name: Group A				
Date: 12/3/22				
ORCS Criterion and Skill	Question	Observations		
Before Reading		Katie	Albie	Will
9 (D)	Have a look at the front cover. What do you think this story might be about? What do you think might happen in this story? What makes you think that?			
10 (D)	Who do you think Nipper is? What kind of personality do you think he might have?			
During Reading				
19 (READ)	Observe children using their phonic skills to decode words such as: <i>coat, coming, claws, paws, shared</i>			
20 (READ)	Observe children using their phonic skills to decode compound or multisyllabic words such as: <i>basement, fighting, enemies, breakfast, unfortunately</i>			
After Reading				
8 (R)	Can you summarise what has happened in this story so far? Who are the main characters? What have been the main events so far? Ask children to recall the main events in sequence.			
10 (D) 23 (D)	What kind of character do you think Nipper is? Show me in the text what makes you think that. Can you think of a good word to describe Nipper? Why have you chosen that word?			
14 (E) 23 (D)	Why do you think Nipper knocked into Great Aunt Swanker? (page 7) What do you think the lady cat is thinking as she sees Nipper coming towards her? (page 7)			
14 (E) 23 (D)	Who is Monty? Does Nipper like Monty? How do you know? What does the phrase <i>Nipper rolled his eyes</i> (page 9) tell us about how Nipper feels about his brother?			
10 (D) 23 (D)	How do we know that Nipper and Monty are very different?			
10 (D)	What does <i>rough and tumble</i> (page 13) mean?			
10 (D)	Nipper likes playing with the <i>basement rats</i> (page 13). How does the name of the rats affect what you think of them?			
10 (D) 23 (D)	Why do you think Nipper doesn't like playing with his brother?			
14 (E) 22 (D)	Do you have a brother or sister? What is he/she like? What similarities are there between you both and Monty and Nipper? What are the main differences?			
16 (R)	Put the children in pairs (pair one with a TA or other volunteer if needed) and ask each child to briefly retell the story so far in their own words. Listen, observe and take feedback. Are they able to articulate the gist of the story in their own words?			
9 (D)	What do you think might happen next in this story? Can you say why you think this? What clues in the text are you using to make this prediction? What other stories have you read that make you think this?			
14 (E) 23 (D)	Have you read about any characters that are similar to Nipper and Monty? How are they similar? What do they do?			
22 (D)	Have you ever been in trouble like Nipper? What did it feel like?			

Name: Group A				
Date: 12/3/22				
ORCS Criterion and Skill	Question	Observations		
		Katie	Albie	Will
22 (D)	Do you have an aunt? What is she like? Does she have any characteristics that are similar to Great Aunt Swanker?			
22 (D)	Does anything else in the story so far remind you of something that has happened to you or that you have heard or read about before? If so, can you describe it?			
22 (D)	Have you read any other stories about animals? Are they similar or different to this story? Can you say a bit more?			
Additional observations or information				





Example ORCS Evidence: Standard 6 (Year 5/P6)

The shaded rows indicate the focus of the assessment and the Comprehension Conversation

STANDARD 6: Year 5/P6				
Name: Group R Date: 14/3/22		Observations		
No.	Criteria	Archie	Taylor	Zainab
1	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation. (READ)	✓	✓	✓
2	Can clarify the meaning of unknown words from the way they are used in context. (D)		✓	
3	Can skim and scan to identify key ideas in text. (R)	✓	✓	
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index. (R/A)	✓	✓	✓
5	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)		✓	✓
6	Can summarise and explain main points in a text, referring back to the text to support and clarify summaries. (R)	✓	✓	✓
7	Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc. (A)	✓	✓	✓
8	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. (D)	✓		
9	Can identify the point of view from which a story is told. (D)	✓	✓	✓
10	Can compare and discuss the structures and features of a range of non-fiction texts. (A)	✓	✓	✓
11	Can discuss how an author builds a character through dialogue, action and description. (D)			✓
12	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world. (E)		✓	✓
13	Can discuss how a text may affect the reader and refer back to the text to back up a point of view. (E)			
14	Can identify and discuss where figurative language creates images. (E)			
15	Can read all the Y4/5 high frequency words. (READ)	✓		✓
16	Can infer and deduce meaning based on evidence drawn from different points in the text. (D)			
17	Can distinguish between fact and opinion. (E)	✓		✓
18	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling. (D)			
19	Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence. (R/D)			✓
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes. (E/A)	✓	✓	
21	Can justify preferences in terms of authors' styles and themes. (E)			
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others. (R/A)			
23	Can identify why a long-established novel, poem or play may have retained its lasting appeal. (E)			
24	Can discuss the difference between literal and figurative language and the effects on imagery.			
25	Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). (E)			
26	Can recognize some text features within some mixed-genre texts. (A)		✓	
Total		11	12	12
0–5 ticks = not yet working at this Standard; review against Standard 5 6–12 ticks = <b>Developing</b> (Oxford Reading Level 16) 13–21 ticks = <b>Secure</b> (Oxford Reading Level 17) 22–26 ticks = <b>Advanced</b> (Oxford Reading Level 18) Assessment point: children with 23 or more ticks may be assessed against Standard 7.				



Example Comprehension Conversation: Standard 6 (Year 5/P6)

This Comprehension Conversation is based on *The Dread Pirate Fleur and the Ruby Heart* by Sara Starbuck (pages 1–6)

Name: Group R				
Date: 14/3/22				
ORCS Criterion and Skill	Question	Observations		
Before Reading		Archie	Taylor	Zainab
2 (D)	What do you think the word <i>Dread</i> means in the title? What makes you think that?			
13 (E)	How does the cover design of the book affect the reader?			
13 (E)	Read the back cover blurb: <i>Do you believe in legends?</i> Why do you think the author has asked a question here? How might this link with the story?			
2 (D)	What does the word <i>notorious</i> mean in this context?			
2 (D) 13 (E)	What do you think a <i>blood feud</i> is? How might this affect your understanding of what the book is about?			
2 (D)	What kind of character might a <i>Dread Pirate</i> be?			
Give children some time to read the extract to themselves				
After Reading				
13 (E) 8 (D)	What is the mood of this story so far? How has it made you feel? Does this fit with your predictions?			
13 (E) 19 (R/D)	How has the author created this mood? Show me where in the text the author does this particularly well.			
19 (R/D)	Do you think the author wants the reader to like or dislike Fleur's father? What has the author done to make you think this? Show me an example in the text.			
2 (D) 8 (D)	On page 2: What does the word <i>rabid</i> mean in the sentence on this page? Why do you think the author has chosen this particular word? How successful is the phrase <i>rabid gaggle</i> at creating an image of the crowd in the reader's mind?			
11 (D) 18 (D)	On page 2: Why do you think Fleur's father <i>sighed as if exhausted</i> ? Explain your answer.			
2 (D)	On page 3: What do you think a turncoat is? How do you know?			
14 (E)	On pages 1-3: Can you find examples of where the author has used imagery to describe what is happening in the story? Why do you think the author has chosen this type of description, rather than a literal one?			
14 (E) 18 (D)	What do you think <i>fear fluttered in her belly</i> means? What type of phrase is this? Why is it so effective at describing Fleur's feelings?			
18 (D)	How does the author use the weather to mirror what is happening in the story? Find some examples in the text.			
8 (D) 18 (D)	Page 4: Fleur's father is implying something on this page. What is it? How do you know?			
11 (D) 19 (R/D)	Page 6: Fleur's father says <i>My blood runs through you like salt in the ocean</i> . What is he telling Fleur here? How does this make her feel? Explain how you know this.			
11 (D) 16 (D)	What type of character do you think Fleur is? Look back through the text to justify your thoughts and opinions. What can you infer about Fleur from what you have read so far?			





Name: Group R				
Date: 14/3/22				
ORCS Criterion and Skill	Question	Observations		
11 (D) 16 (D)	What type of character do you think Fleur’s father is? Look back through the text to justify your thoughts and opinions. What can you infer about Fleur’s father from what you have read so far?			
Additional observations or information				



Question Stems for Comprehension Conversations

These question stems can be used to generate questions for your comprehension conversations. They have been arranged under the reading skills identified in the Oxford Reading Criterion Scale Standards.

The reading skills are:

- R = recall and retrieval
- E = exploring the author’s language and point of view
- A = analysis of structure and organisation
- D = deduction and inference

This is not an exhaustive list of potential questions but it can be used as a starting point for teachers. It does not include pointers for general reading behaviours as these will usually be observed by the teacher in the course of the reading session, rather than prompted by specific questions. It does not include pointers for word reading as these will usually be very specific to the text.

Questions stems for Retrieve (fiction)

- Where/when does the story take place?
- What did he/ she/it look like?
- Who was...?
- Can you name the...?
- Who was the character that...?
- Show me where in the text you found...?
- Who are the characters in the book?
- Read/write down the part that tells the reader about...
- What happened before/after...?
- Who did... speak to when...?

Questions stems for Retrieve (non-fiction)

- Where can you find an important piece of information about....?
- Find two pieces of information that tell you about....?
- What does this part of the text tell us about....?
- Would it be true/false to say....?
- Show me where in the text you found...

Questions stems for Explore (fiction)

- How has the author used words/phrases to make this character funny/sad/ adventurous/clever/frightening/excited/disappointed/etc.?
- What does/do this/these words tell you about...? (character/setting etc.)
- Which part of the story best describes the setting/characters/action? Which words and/or phrases do this?
- Do you notice anything special or unusual about the words the poet/ author has used here?
- What do these two stories/poems they have in common?



- When do you think this story/poem was written? How do you know?
- Does the setting remind you of a setting you know from another story /poem?
- Which words/images in particular remind you of...?
- What do you think this story is trying to tell us?
- How did the story make you feel? Why did it make you feel like this?
- How has the author started this in an interesting way? How does this make the reader want to read on?
- Do you know of any other texts with similar issues or themes?

## Questions stems for Explore (non-fiction)

- What do these words tell you about...?
- Which word(s)/phrases/types of sentences are used well in this text...?
- Is this writer an expert on...? How do you know?
- Why do you think the writer chose to use the word(s)/phrase(s)
- Find something that is the author's opinion, not a fact.
- What does the writer think about ...in this part of the text?
- Why do you think the writer produced this article/leaflet/flyer/brochure etc.?
- How does the writer try to persuade you to...?
- Which information/facts does the writer include to make you believe that...?
- Which words/points do you think are the strongest/most powerful in persuading the reader to...?
- Which advert/text would most persuade you to buy/take part in...? Why?
- The writer says... Do you agree or disagree? Why?

## Questions stems for Analyse (fiction)

- How has the author organized the writing?
- Why does the author begin a new paragraph here?
- How does the author link these paragraphs together?
- How does the author link this chapter to the next/previous one?
- How does the layout of this play help actors to read and perform the play?
- Why are brackets used in this text?
- How does the punctuation help you as the reader of this text?
- Can you find any repeated patterns in this poem?
- How do longer and stronger sentences change the pace of the story?

## Questions stems for Analyse (non-fiction)

- How do headings help you when you scan a text?
- What do the headings describe?
- If you wanted to find out about... how could you do it?
- If you can't find information in the Contents page, where else could you look?
- Why are particular words/sections within a text in bold/italics/larger print?
- Why have bullet points/numbers been used in this text?
- How does this text layout help the reader?



- How does (a diagram/picture/caption) help you to understand the information on this/these pages?
- What is the purpose of the list/diagram/caption/sub-headings in this text?
- What is the same about them about these two texts and what is different?
- What would be a good heading for this section? Why?
- Which illustrations/instructions/texts are the easiest to follow? Why?
- How could you adapt this... for older/younger pupils?
- What are the main ideas in this paragraph and how are they related?
- Which idea in this paragraph is linked to an idea in the next paragraph?
- Find three ways in which you can identify that this text has been written as a recount/a report/etc.

## Questions stems for Deduce and Infer (fiction)

- How did...feel?
- Why did...feel/think?
- Match feelings throughout the story.
- How did his/her feelings change?
- How do we know...?
- Have you ever had a similar experience? How did you feel?
- Who do you know who is like ...?
- What happened in this part of the story? What might this mean?
- What do you think will happen because of ...?
- What do you think might happen next? What makes you think that?
- What do we know about this character ....? (Caitlyn stomped to school, not wanting to hold her mother's hand.)
- How might the ending have changed if...?
- What were the motives behind...? How do you know?
- What assumptions have you made and why?
- What evidence do you have? Justify your answer.
- Why was...important in this story/play?
- How did the characters help each other in this story/play?
- Tell me/write about what sort of character/person...was from the things they did/said in the story/play.
- In an interview with a character, which questions would you ask and why?
- How did one of the characters change their ideas/attitudes?

## Questions stems for Deduce and Infer (non-fiction)

- Can you explain why...?
- How do you know that this text is trying to tell you more about...?
- How do you feel about this topic? Why?
- What do you think about/is your opinion of...? Can you support your view?
- What are the important points the author is trying to get over?
- Which do you think are the most important issues and why?



## Setting Targets to Ensure Progress

Target setting, combined with ongoing formative assessment, is a crucial element in enabling children to make progress in their reading and achieve their maximum potential.

Effective target setting relies on the professional judgement of the teacher and should be based on a detailed scrutiny of each child's current performance as well as knowledge of how they learn. However, a framework for setting short and medium term targets is provided here as a guide for teachers to use and adapt as necessary.

### Medium Term Targets

Medium term targets are informed by the latest summative assessment conducted using the ORCS and should be achievable by the start of the next term. It is not feasible to give a precise formula for identifying medium term targets, as they are reactive to the evidence from the assessment. However, they should generally be directed at one or more of the following:

- Phonics, word reading skills and fluency as a priority, if the child has not yet mastered these skills at the appropriate standard.
- Criteria that show (by a dot) that the child is beginning to apply the skill in their responses to texts, but does not do so consistently or securely across all texts.
- Criteria that show (by a dot) that the child is using a skill, but not yet accurately enough.
- Criteria that show (by a tick) that the child is secure in applying the skill but could benefit from opportunities to apply the skill to a wider and/or more challenging level of text.
- Criteria that show (by a cross) that a child is not yet using a skill but you know he/she should be at this stage.

Dotted criteria – particularly those towards the top of each ORCS Standard – are usually the easiest to secure in the medium term because with good teaching and coaching the child should secure these skills within the term and be able to move forward.

### What about criteria marked with a X?

Criteria marked with a cross on the summative assessment will indicate one of the following:

- The child has not yet been taught this reading skill – particularly relevant in the development of word reading.
- The child has been taught this skill fairly recently but is not demonstrating independent use just yet.
- The child has been taught this skill and has had many opportunities to practise and apply it but you have not observed the child applying the skill during reading sessions, or within a Comprehension Conversation.

If the first two judgements are the case, then these skills simply need to inform a teacher's medium to long term planning for the year (as appropriate). If the third judgement is the case then this skill **MUST** be included as a priority medium term target for that child – with some one-to-one support to help them if appropriate.



### Short Term or 'Child Speak' Targets

Short term targets are 'small steps' that should be achievable within a week or – at most – two weeks; they build towards the achievement of a medium term target. Short term targets can be used to inform the teaching focus of weekly guiding reading sessions and observations of children's reading. They should be adjusted or changed as and when appropriate.

In Reception/P1 and Year 1/P2 the primary focus will be on children's phonics and word reading skills, alongside opportunities to listen to, experience and talk about books of all kinds. Children will have clear targets for phonics learning in the form of specific GPCs, specific types of words (CVC words, for example) or common exception words and will need to be given books that are fully decodable, in line with their phonics skills, in order to practise and master the mechanics of reading as quickly as possible.

Phonics and word reading aside, the journey to becoming a reader is not a linear one. Children will be taught most of the skills they need – in terms of text navigation and comprehension strategies – by the end of Year 2 or Year 3 at the latest. 'Becoming a reader' is a process of gradually honing these skills and strategies, using them regularly on a wide range of texts, and developing a love of reading that makes one curious about texts, eager to delve deeper, discuss, explore etc.

Defining a 'skills progression' for reading – beyond phonics and word reading – is therefore almost impossible. That said, most medium term targets based on the ORCS criteria can be broken down into smaller steps and presented to children in the form of **Child Speak Targets**. Involving children in the Assessment for Learning process by giving them ownership over their targets and a clear focus on certain goals can be very beneficial, for some children.

### Example Child Speak Targets

On the following pages are some examples of typical 'Child Speak Targets' that relate to the ORCS Standards 3 and 6. Each Standard is presented with the various skills of reading (READ and R, E, A, D) grouped together to show an approximate progression.





STANDARD 3 (Year 2/Primary 3) Examples of Child Speak Targets		
	Reading skill: general reading behaviour (READ)	Child Speak Targets
1	Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)	I can re-read words if they don't sound right the first time. I can re-read a sentence if it does not make sense the first time.
2	Can read aloud, taking into account. ? ! (READ)	I can use my voice to show how a character would speak in different situations ( ? ! ).
3	Can apply phonic skills and knowledge to recognise an increasing number of complex words. (READ)	I can use my growing phonic knowledge and skills to work out many words I come across in my reading.
4	Can read most of the Y1 / 2 high frequency words. (READ)	I can read most of the words on my current 'Year' word list quickly and without hesitation.
12	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ))	I can read texts at my current reading level automatically, without the need to decode words.
13	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). (READ)	If I get to a word I am unsure of, I can break it down into 'chunks' (syllables) to sound it out and put it back together.
14	Can read words with contractions, e.g. I'm, I'll, we'll, he's, and understand that the apostrophe represents the omitted letter(s). (READ)	I can read words containing apostrophes (') and I know which letters are missing from the words I have read.
15	Can read aloud with intonation, taking into account a wider range of punctuation ( . ? ! , ). (READ)	When I read a comma, I know I have to take a slight pause. I can read aloud, being able to read . ? ! ,
16	Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (fluent and automatic reading of frequently encountered words). (READ)	I can read all of the words on my current 'Year' word list quickly and without hesitation.
	Reading skill: recall and retrieval of ideas and details. (R)	Child Speak Targets
6	Can locate some specific information e.g. key events, characters' names etc. or key information in a non-fiction text. (R)	I can find the important information from a story, such as characters' names. I can find the important information in a non-fiction text.
11	Is beginning to use contents and index pages to locate information in non- fiction texts. (R/A)	I can find a contents page. I can find an index page.
18	Can summarize a story, giving the main points clearly in sequence. (R)	I can sum up an unfamiliar story, including important events and main points, in the correct order.
20	Having read a text, can find the answers to questions, both written and oral. (R)	I can find the answers to questions after reading a text. I am beginning to skim and scan more than one page of text to find the information I need. I can confidently say my answers to questions.
26	Can demonstrate how to use information texts (by using layout, index, contents page, glossary). (R/A)	I can find information in an information text, using the layout of the text to help me.I can read simple charts and diagrams in non-fiction texts to help my understanding.
	Reading skill: exploring the author's language and point of view (E)	Child Speak Targets
8	Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)	I can talk about how the settings are the same and/or different when comparing stories. I can talk about how characters are the same and/or different when comparing stories.
21	Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration). (E)	I can talk about words and phrases. I have found in my reading that I think are interesting. I can discuss what I think new words I discover in my reading mean.



	Reading skill: exploring the author's language and point of view (A)	Child Speak Targets
5	Can confidently recognize a range of patterns in texts, including stories, poems and non-fiction e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliterationand simple common features of non-fiction texts. (A)	I can confidently recognize rhyming patterns in poems. I can confidently talk about patterns in different stories.
10	Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). (A)	I can talk about how some non-fiction texts look different. I can talk about how some non-fiction texts look the same.
11	Is beginning to use contents and index pages to locate information in non-fiction texts. (R/A)	I can sometimes use the index to help look for information. I am beginning to use my knowledge of the alphabet to find information in information texts.
19	Can distinguish between fiction and non-fiction. (A)	I know a story is fiction. I know an information book is non-fiction.
25	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). (A)	I can identify some different non-fiction text-types, such as a report, a recount or a letter. I can talk about the different text features a letter contains.
26	Can demonstrate how to use information texts (by using layout, index, contents page, glossary). (R/A)	I can find information in an information text, using the layout of the text to help me. I can read simple charts and diagrams in non-fiction texts to help my understanding.
	Reading skill: deduction and inference (D)	Child Speak Targets
7	Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb). (D)	I can use different clues to predict what a text might be about such as: texts by the same author, texts about similar things, the text title, cover and blurb.
8	Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)	I can talk about how the settings are the same and/or different when comparing stories. I can talk about how characters are the same and/or different when comparing stories.
9	Can provide simple explanations about events or information (e.g. why a character acted in a particular way). (D)	I can begin to explain why I think events in stories have happened. I can choose characteristics to describe a character in a certain situation and explain my choices.
17	Can explain the meaning of interesting 'WOW' words in context e.g. despair, marvel (including words with common prefixes and suffixes e.g. undecided, forgetful). (D)	I can work out the meaning of 'WOW' words from what I have read in the text. I can discuss what I think new words I discover in my reading mean.
22	Can discuss reasons for events in stories by beginning to use clues in the story. (D)	I can discuss reasons for events in stories, sometimes using clues in the text to support my ideas.
23	Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D)	I am beginning to use clues from the text to describe a character in more detail. I am beginning to use the clues from the text to describe how a character is acting.
24	Can confidently relate texts to their own experiences. (D)	I can relate what I read to my own experiences.





STANDARD 6 (Year 5/Primary 6) Examples of Child Speak Targets

	Reading skill: general reading behaviour (READ)	Child Speak Targets
1	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation. (READ)	I can read a range of different texts accurately with fluency, pace and expression, taking all punctuation marks into account.
15	Can read all Y4 / 5 high frequency words. (READ)	I can read all the Y4/5 word list automatically.
	Reading skill: recall and retrieval of ideas and details. (R)	Child Speak Targets
3	Can skim and scan to identify key ideas in text. (R)	I can effectively skim and scan texts to identify key ideas.
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts. (using techniques such as text marking and using indexes). (R/A)	I can use my knowledge of the structures of different non-fiction texts, to help me find information quickly.
6	Can summarize and explain main points in a text, referring back to the text to support and clarify summaries. (R)	I can summarize and explain the main points from what I have read, referring back to the text to support my summary.
19	Can justify and elaborate on thoughts, feelings opinions and predictions referring back to the text for evidence. (R)	I can use evidence from the text as well as linking to my wider knowledge and experiences to elaborate on and justify my opinions and predictions.
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others. (R/A)	I can decide how useful texts are for gathering information. I can explain to others how useful texts are for gathering information.
	Reading skill: exploring the author's language and point of view (E)	Child Speak Targets
12	Can talk with friends about texts and listen to the opinions of others, in order to share text recommendations and widen understanding of the world. (E)	I enjoy talking with my friends/peers about text recommendations. I can talk with my friends/peers about texts, taking into account others' points of view, to help me understand texts at a deeper level.
13	Can discuss how a text may affect the reader and refer back to the text to back up a point of view. (E)	I can discuss the different ways in which a text can affect the reader, such as stirring different feelings or provoking certain reactions to a text, identifying the language that has been used to do this.
14	Can identify and discuss where figurative language creates images. (E)	I can identify where an author uses similes and metaphors to create images. I can identify where an author has used similes and metaphors to create images, explaining why it is effective.
17	Can distinguish between fact and opinion. (E)	I can identify facts that are clearly stated in texts. I can identify opinion in texts.
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes. (E/A)	I can compare different texts I have read to discover ways in which they are similar and ways in which they differ. I can compare and discuss how different texts I have read are similar in terms of: character; setting; plot; structure; theme.
21	Can justify preferences in terms of authors' styles and themes. (E)	I can talk about the work of different authors, expressing personal preferences. I can talk about the work of different authors, identifying why their work may or may not be enjoyed by some children but not others.
23	Can identify why a long-established novel may have retained its lasting appeal. (E)	I can form an opinion on the accomplishment of an author's work, explaining my reasons for this. I can form an opinion on the possible reasons why a particular novel has or has not had lasting appeal for its readers.
24	Can discuss the difference between literal and figurative language and the effects on imagery. (E)	I can compare descriptions, commenting on whether figurative language (e.g. similes and metaphors) or a literal description would have been more effective.
25	Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). (E)	I can sometimes recognize where irony has been used to create a response from the reader. I can sometimes explain why an author may have decided to use irony to create a particular response from the reader.



	Reading skill: analysis of structure and organization (A)	Child Speak Targets
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts. (using techniques such as text marking and using indexes). (R/A)	I can use my knowledge of the structures of different non-fiction texts, to help me find information quickly.
7	Can identify some features of fiction genres (e.g. science fiction, adventure, mystery etc.). (A)	I am beginning to identify the features of some of the different types of fiction I am reading different genres, such as 'Science Fiction' or 'Mystery' stories.
10	Can compare and discuss the structures and features of a range of non-fiction texts. (A)	I can recognize a wide variety of different non-fiction text types (e.g. persuasion, discussion). I can compare how language is used across a wide variety of non-fiction text types.
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes. (A/E)	I can compare different texts I have read to discover ways in which they are similar and ways in which they differ. I can compare and discuss how different texts I have read are similar in terms of: character; setting; plot; structure; theme.
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others. (R/A)	I can explain to others how useful texts are for gathering information. I can decide how useful texts are for a given purpose.
26	Can recognize some text features within some mixed-genre texts. (A)	I can explain to others how useful texts are for gathering information. I can decide how useful texts are for a given purpose.
	Reading skill: deduction and inference (D)	Child Speak Targets
2	Can clarify the meaning of unknown words from the way they are used in context. (D)	I can use the context of the text to clarify the meanings of unknown words.
5	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)	I can explore possible alternative directions for texts, using clues in the texts to direct my ideas.
8	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. (D)	I can infer and deduce the mood of a text, using clues in the text to back up my opinion. I can infer and deduce the message(s) within a text, using the clues in the text to back up my opinion.
9	Can identify the point of view from which a story is told.explain different characters' points of view. (D)	I can explain different characters' motivations in situations, from their point of view. I can explain a situation in a text from different characters' points of view.
11	Can discuss how an author builds a character through dialogue, action and description. (D)	I can talk about how characters build as stories progress by referring to action, description and dialogue.
16	Can infer and deduce meaning based on evidence drawn from different points in the text. (D)	I can infer and deduce meaning by looking at evidence and clues from different points in the text. I can find potential deeper meanings in texts by re-reading a text after I have finished, looking at the events, characters etc. with more knowing eyes.
18	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting / thinking / feeling. (D)	I can read between the lines to explain why characters behave in certain ways, referring to action, description and dialogue.
19	Can justify and elaborate on thoughts, feelings opinions and predictions referring back to the text for evidence. (R/D)	I can use evidence from the text as well as linking to my wider knowledge and experiences to elaborate on and justify my opinions and predictions.



# Reporting Pupil Attainment and Progress

All schools are accountable for the attainment and progress that their children make and are required to provide evidence of such at various points and to various stakeholders.

## Numerical Data Tracking

As has already been shown (pages 5–14), the Oxford Reading Criterion Scale can help with reporting attainment and progress in a simple ‘numerical’ way for the purposes of termly, top level data capture and analysis. On the ORCS—in line with the National Curriculum—children are expected to make a year’s progress in a year. So, for example, a child might progress from a Standard 2 Secure at the end of Year 1/P2 to a Standard 3 Secure by the end of Year 2/P3. That said, it is important to note that the Developing, Secure and Advanced categories on the ORCS are not ‘equal thirds’ of a year. The Developing and Advanced categories are deliberately narrow because they serve as entry and exit points, whilst the Secure category is broad, identifying those children who are good readers for their age but still in the process of honing some skills. Thus, if we assume a school year to be 36 weeks, a typical child might be expected to track the ORCS Standard for their year group as follows:

Developing	Secure	Advanced
6 weeks	24 weeks	6 weeks

Of course, real children aren’t like this and real progress will be more erratic for all manner of reasons. Plus schools following the principles of the mastery curriculum will want to encourage children to progress by broadening and deepening their knowledge and skills and applying them to a range of different texts – rather than always moving ‘on’ with new learning. Generally speaking, as long as a child progresses from Developing (by end of autumn term) to Secure (by end of summer term) they will have made almost a year’s progress and should remain on track to meet national expectations. The following year, the same child might make more progress; things tend to balance out across a Key Stage. However, if progress starts to slow the teacher would want to investigate further.

It goes without saying that children who are behind expectations in terms of attainment will need to make far more than a year’s progress in a year if they are to catch up – although they also need to ‘secure’ their skills along the way if they are not to lose them again later on. Likewise, high achievers whose progress stalls will be cause for concern even if they remain on track to meet the end of Key Stage National Standard; National Standard is not suitably ambitious for these children and where schools are held to account on progress this will be noticed, unless there is qualitative evidence (see page 51) of depth and breadth of reading across the curriculum, as well as regular reading for pleasure.



# Reporting Pupil Attainment and Progress

## Attainment and progress of a group of Year 6/Primary 7 pupils.

Below is a tracker for an imaginary sample of Year 6 pupils. These pupils were ‘baseline’ assessed in September and assessed again at the end of every term. As well as being an example of what tracking across a cohort of children might look like, this chart reflects the impact of linking the ORCS to clear target setting and quality teaching.

Name	Sept 2021	Dec 2021	March 2022	July 2022	Commentary
Sarah	6-D	6-S	6-S	7-S	This child has made more than a year’s progress and is on track to meet the high expectations of the curriculum
Mina	5-S	Abs	6-D/S	6-S	This child has made a year’s progress; she is slightly behind the high expectations of the curriculum but may achieve National Standard
Ahmed	4-S	5-D	5-S	7-D	This child has made exceptional progress – almost three years in one year! From a low starting point, he is now close to meeting the high expectations of the curriculum
Reepa	4-S	5-S	4-A	5-S	This child’s progress was erratic through the year but overall she achieved a year’s progress. She remains behind the high expectations of the curriculum
Peter	3-D	3-S	3-A	4-S	This child is well behind expectations but has made over a year’s progress.
David	2-A	3-S	3-S	4-S	This child is well behind expectations but has made exceptional progress – almost two years’ in one year.

High expectations are also vital. Some teachers might have been tempted to ‘write David off’ given his very low Standard for an eleven year old. In fact, he achieves a Secure Standard 4, which is a reasonable standard of reading with a strong grasp of phonics to support his word reading and competent comprehension skills. An example class progress tracking sheet is provided on page 14 (and online at [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)).

### What to do with the data?

The simple system described above enables any interested party – class teachers, senior leaders, governors and inspectors – to see, at a glance, the attainment and progress of pupils. This is valuable for accountability purposes but the most important thing is the analysis of the data.

The assessment or subject lead – and/or a member of the senior management team or governors – will want to review the data across each class and across the whole school to ascertain trends or areas of need. Here are some things to consider when looking at the data:

Analysis	Next steps
All pupils are attaining and moving forward at the expected rate in reading or better.	<ul style="list-style-type: none"><li>• Celebrate this achievement and encourage it to continue - or preferably, be even greater next time!</li><li>• You may also want to analyse what's working so well so that you can maintain this approach.</li><li>• Consider some action research or writing a case study so that you can share your experiences with other schools.</li></ul>
Has any particular group made accelerated progress? (You may want to look at the data by e.g. gender, FSM, Pupil Premium, DOB).	
Some children have not made much progress – or significantly less progress than expected or required (e.g. for a child already below expectations).	<ul style="list-style-type: none"><li>• Review the most recent and previous ORCS assessments for each child. Are they accurate? Re-assess just to be sure and adjust data if needed.</li><li>• Review the Medium Term Targets (see page 42) set at the previous assessment. Is there any evidence of achievement against these?</li><li>• Have a conversation with the class teacher, comparing the two assessments and discussing your conclusions<ul style="list-style-type: none"><li>– Listen to and discuss explanations.</li><li>– Look for solutions not excuses.</li><li>– Plan for appropriate action or intervention based on the specific needs identified.</li></ul></li></ul>
One or more children have made no progress at all – or may even have dropped back.	
Has any class made significantly more progress than other classes?	<ul style="list-style-type: none"><li>• Review the two previous ORCS assessments as described above. Are they accurate?</li><li>• If the above are secure, have a conversation with the class teacher to identify any reasons/additional strategies he or she thinks may have impacted on children's attainment and progress.</li><li>• If appropriate, observe the teacher in a guided reading session.</li><li>• Consider videoing this teacher for CPD purposes or having other staff observe their lessons.</li></ul>
Has any class made significantly less progress than other classes?	<ul style="list-style-type: none"><li>• Review the two previous ORCS assessments as described above. Are they accurate?</li><li>• Carry out guided reading sessions with two groups, or one-to-one sessions with several children as a 'spot check'.</li><li>• Draw your conclusions and discuss with the senior management team.</li><li>• Have a conversation with the teacher, discussing all that you have seen / examined:<ul style="list-style-type: none"><li>– Listen to explanations</li><li>– Plan appropriate support and CPD for the teacher</li><li>– Plan action or intervention for pupils as required</li></ul></li></ul>
Has any particular group made significantly less progress than others? (You may want to look at the data by e.g. gender, FSM, Pupil Premium, DOB.)	<ul style="list-style-type: none"><li>• Conduct a review of the ORCS assessments and perhaps listen to a few children reading. Is the evidence accurate and secure?</li><li>• Have a conversation as a senior management team to discuss possible explanations and solutions. Ask:<ul style="list-style-type: none"><li>– Are we setting high enough expectations for these pupils?</li><li>– Does the teaching programme or timetable need adjusting to suit the needs of these pupils?</li><li>– Is there a staff training issue?</li></ul></li><li>• Have a discussion with the whole staff, briefing on any concerns and listening to explanations</li><li>• Plan appropriate support and CPD for staff</li><li>• Plan action or intervention for pupils</li></ul>

### Qualitative Evidence of Progress

Whilst the numerical data shown above provides a useful overview, it does not give an accurate picture of what each child's capabilities as a reader actually are! And it doesn't give any information about what that child can do and what they need to do next; it is only a child's individual ORCS that will do this. This detailed evidence is needed to inform target setting (see pages 42–47) and teaching, to ensure that skills are secured and mastered and progress is made at the appropriate pace.

Similarly, the numerical data is not terribly useful for parents – other than giving them a sense of where there child is in relation to national expectations. Although, of course, this needs explaining!

It is not recommended that the numerical data is shared with children and teachers will certainly want to avoid 'labelling' children. That said, most children know whether they are good or not so good at something so it is really important that all children have goals, believe in their goals, and know exactly what they need to do to get there.

On the following page there is an example of a termly report to parents showing how a child's achievement and progress might be communicated. A blank template is provided on page 53 (and online at [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)).



Pupil Progress Report: READING

Name: Sam Peters	DOB: 12/6/2015	Class: Maple, Year 2
Spring Term Report: 14th March 2022		
Autumn Term: Standard 3 (Developing)	Spring Term: Standard 3 (Secure)	Summer Term:
<b>Summary</b> Sam has been assessed as a Secure Standard 3 on the Oxford Reading Criterion Scale. This means Sam is well on track to meet the standard required by the end of Year 2. His effort and attention in class has improved enormously and he should feel really proud of his progress in reading this term. Well done Sam!		
Sam’s strengths as a reader	<ul style="list-style-type: none"><li>• Reads aloud with expression, taking account of the punctuation</li><li>• Is good at knowing when something doesn’t make sense, and going back to correct what he’s read incorrectly.</li><li>• Applies his phonic knowledge to read unknown words, but can also read a wide range of ‘high frequency’ words.</li><li>• Uses the structure of non-fiction books (the contents and index) to find information</li></ul>	
What Sam needs to focus on next	<ul style="list-style-type: none"><li>• Reading and understanding unknown words in the context of what he’s reading.</li><li>• Increasing his understanding of what he reads by ‘reading between the lines’.</li><li>• Comparing similarities and differences between the different books he reads.</li></ul>	
Things you could do to help Sam	Sam is good at the mechanics of reading – his decoding and knowledge of the high frequency words is in line with what a child his age should know. Sam now needs to work on a deeper understanding of what he is reading, reading between the lines more to work out what the author means but isn’t saying directly. Spend time talking to Sam about what he is reading. Ask him questions and encourage him to extend his responses and give more detailed descriptions when he talks. Encourage Sam to notice ‘clues’ in the text (such as adjectives).	

In this school we use the **Oxford Reading Criterion Scale** to assess children’s reading once a term. It tells us exactly what each child can do, what they need to do next, and whether they are on track to meet nationally expected standards at the end of each Key Stage.

The Oxford Reading Criterion Scale is divided into seven ‘Standards’ – one for each year of primary school. Within each Standard children may be assessed as Developing, Secure or Advanced.

Below is a guide to where children should be at the end of each year. It is important to remember children learn and progress at different rates.

End YR	End Y1	End Y2	End Y3	End Y4	End Y5	End Y6
1S	2S	3S	4D/S	5D/S	6D/S	7D/S
Secure Standard 1	Secure Standard 2	Secure Standard 3	Developing or Secure Standard 4	Developing or Secure Standard 5	Developing or Secure Standard 6	Developing or Secure Standard 7

Pupil Progress Report: READING

Name:	DOB:	Class:
Achievement and progress in READING		
TERM:		
Autumn Term:	Spring Term:	Summer Term:
<b>Summary</b>		
Your child’s strengths as a reader		
What your child needs to focus on next		
Things you could do to help your child		

In this school we use the Oxford Reading Criterion Scale to assess children’s reading once a term. It tells us exactly what each child can do, what they need to do next, and whether they are on track to meet nationally expected standards at the end of each Key Stage.

The Oxford Reading Criterion Scale is divided into seven ‘Standards’ – one for each year of primary school. Within each Standard children may be assessed as Developing, Secure or Advanced.

Below is a guide to where children should be at the end of each year. However, it is important to remember children learn and progress at different rates.

End YR	End Y1	End Y2	End Y3	End Y4	End Y5	End Y6
1S	2S	3S	4D/S	5D/S	6D/S	7D/S
Secure Standard 1	Secure Standard 2	Secure Standard 3	Developing or Secure Standard 4	Developing or Secure Standard 5	Developing or Secure Standard 6	Developing or Secure Standard 7





# National Expectations

On the following pages you will find exemplification of the national expectations in reading for every year group. The exemplification consists of:

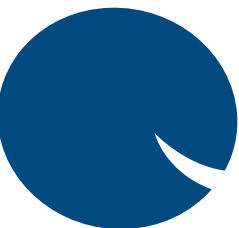
- extracts from two typical texts (one fiction, one non-fiction ) that a child should be capable of reading
- some typical responses a child might make to a text.

Reading and responding to texts is a complex process and any exemplification is not an exact science. This exemplification is provided as a guide to help teachers ‘sense check’ where children are in relation to expectations and, if appropriate their progress, against the Oxford Reading Levels.

The chart below sets out the national expectations:

Year Group	ORCS Assessment Standard	National Expectations by the end of the year	Typical Oxford Reading Level text
Reception/P1	Standard 1	Secure Standard 1	Oxford Reading Level 3
Year 1/P2	Standard 2	Secure Standard 2	Oxford Reading Level 6
Year 2/P3	Standard 3	Secure Standard 3	Oxford Reading Level 9/10
Year 3/P4	Standard 4	Secure Standard 4	Oxford Reading Level 13
Year 4/P5	Standard 5	Secure Standard 5	Oxford Reading Level 15
Year 5/P6	Standard 6	Secure Standard 6	Oxford Reading Level 17
Year 6/P7	Standard 7	Secure Standard 7	Oxford Reading Level 19

As a reminder, the ‘national expectations’ set out above mirror the aspirations of the Programme of Study for Reading in the National Curriculum in England.



# Readers at Secure Standard 1: Reception/P1 (Oxford Reading Level 3)

## Skills demonstrated

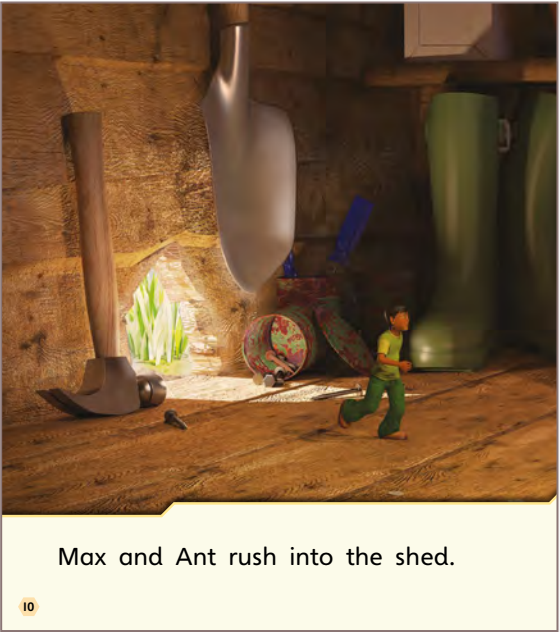
- Uses knowledge of GPCs to decode the words, including words of two syllables.
- Can talk about what is happening in the pictures and relate this back to the text.
- Read the labels and, with prompting as necessary, can say what they show.
- Can answer a simple question about the text, e.g. ‘What type of farmer is Hana?’

How to be a Good Farmer Oxford Reading Tree Word Sparks Non-fiction



- Uses knowledge of GPCs to decode the words, including less familiar words like ‘rush’.
- In discussion, and with support if needed, can explain what ‘rush’ means and why the boys might be rushing.
- Can find the full stop at the end of the sentence.
- With support/prompting, can predict what might happen next in simple terms.

On Nok's Trail Project X Alien Adventures





## Readers at Secure Standard 2: Year 1/P2 (Oxford Reading Level 6)

### Skills demonstrated

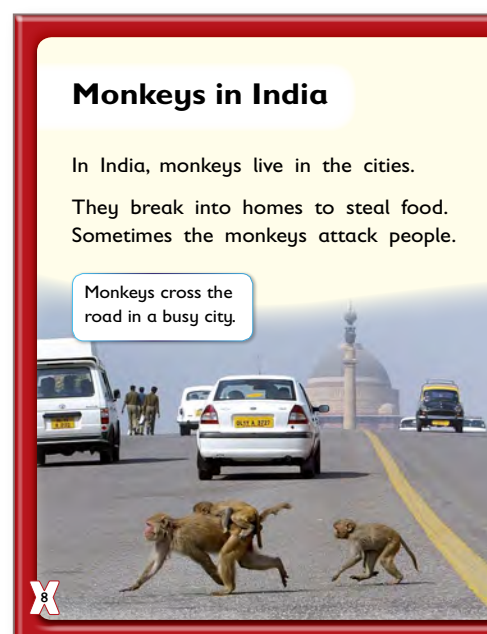
- Can use knowledge of GPCs to read less familiar words, though may need support to read words such as 'house' and 'window' in which there are graphemes (e.g. 'ou', 'ow') that can represent more than one sound.
- Will sometimes self-correct if initial reading does not make sense.
- Can say in simple terms how Yoshi is feeling at this point and why.
- Can give an opinion on the story, and when prompted, relate it to own experience or interests.

*Yoshi the Stonecutter Oxford Reading Tree Traditional Tales*



- Can use knowledge of common exception words when reading.
- Uses knowledge of GPCs to tackle unknown words, including those with adjacent consonants.
- May need support to read words with long vowel phonemes that can be written in different ways (e.g. 'monkeys', 'India', 'cities', 'steal') or exception words that have not yet been learnt (e.g. 'busy').
- Can explain what the monkeys in the picture are doing, using both picture and caption.
- Can express a simple opinion on the text in response to a question, e.g. 'Do you think it would be fun to live in a city where there are monkeys?'

*When Animals Invade Project X Origins*

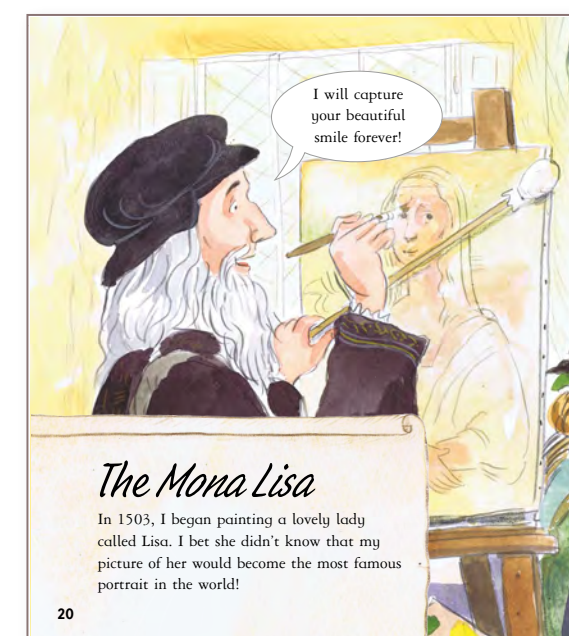


## Readers at Secure Standard 3: Year 2/P3 (Oxford Reading Level 10)

### Skills demonstrated

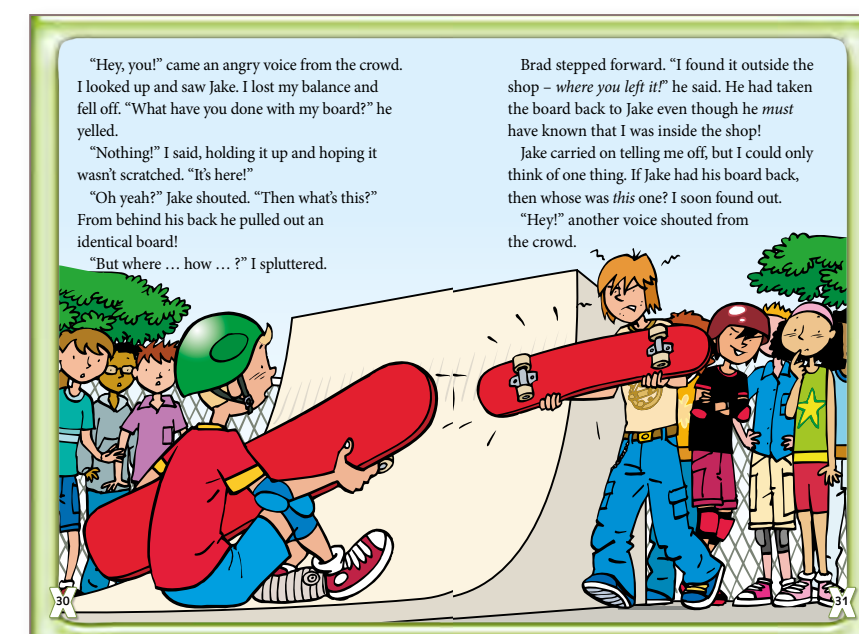
- Can apply phonic knowledge to read the text mostly fluently, including words with contractions, e.g. 'didn't'. May pause longer on words that are less familiar, e.g. 'capture' (may sometimes need support to read words like this).
- Can find the answer to a literal question in the text, e.g. 'When did Leonardo start work on the Mona Lisa?'
- Can identify this text as non-fiction even though it uses some common features of fiction texts (first person narrator, drawn artwork, speech bubbles) e.g. saying 'it's about a real person who lived in the past'.

*The Life of Leonardo Oxford Reading Tree inFact*



- Can use phonic knowledge to read less familiar words with more than one syllable, e.g. 'balance', 'identical' sometimes with support.
- Can use own experience (of books and life) to make a prediction of what may happen next.
- Can use clues from the story so far to answer questions about the characters, e.g. 'Why is Jake angry?'
- Can read the passage aloud with some appropriate intonation, taking into account ! and ?, and showing an understanding of how the characters feel and how they would sound.

*The Super Skateplank Project X Origins*







## Readers at Secure Standard 4: Year 3/P4 (Oxford Reading Level 13)

### Skills demonstrated


- Can usually read fluently and independently without pausing to decode overtly.
- With some support if necessary, can explain the reasons why the author has used a paragraph break (e.g. for a new speaker, or at a point where the story moves on).
- In discussion, can work out the meanings of some more challenging words in context, e.g. 'scudding'.
- Can make a straightforward prediction of what might happen next, based on knowledge of the story so far and of other traditional tales.

#### How the World Began Treetops Myths and Legends

Man-Who-Brings-Light was the first to speak.

'Star is right!' he said. 'We must make good use of the gifts from our dreams, and share our knowledge. We will have children, to fill the world with people. We'll help them find food, and show them how to survive.'

Shining Woman agreed. She showed him the golden corn-cob. 'With seeds from this, I will feed everyone.'



They walked on, and with each step, the chilly darkness vanished. In the east, a bright glow lit the sky. The sun was rising.

As the sun's rays warmed the earth, trees shook in the sudden new wind. Rain fell from scudding clouds; water splashed and thunder rumbled.

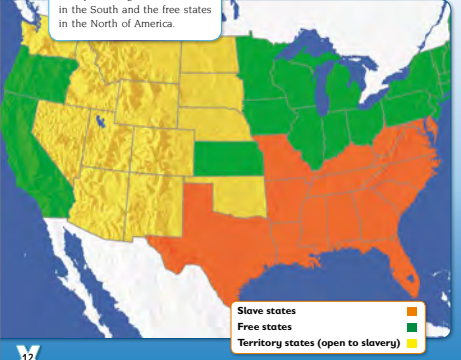
- Can quote directly from the text in answer to the question 'What did many people in the northern states think about slavery?'
- With support if necessary, can scan the text to find the answer to a question such as 'Why did some people in the south refuse to stop keeping slaves?'
- Can say in simple terms what the map adds to the text, and why the author might have chosen to use it.

#### Escaping Slavery Project X Origins

### North vs South

Not everyone in America approved of slavery. Many people in the northern states thought slavery was cruel and that it should be stopped. One by one, these states decided to get rid of slavery. But many people in the southern states refused to stop keeping slaves. They said that they couldn't grow their crops or keep their plantations going without slave labour.

A map showing the slave states in the South and the free states in the North of America.



Slave states  
Free states  
Territory states (open to slavery)



## Readers at Secure Standard 5: Year 4/P5 (Oxford Reading Level 15)

### Skills demonstrated

- Can choose an appropriate reading strategy (e.g. skimming or scanning) to find the answer to the question 'How do we know that Pliny suffered from asthma?'
- Knows why the word 'diagnosed' is in bold and can use the glossary to find out what it means.
- Can read between the lines (with support if necessary) to explain why we might use the term 'Plinian' to describe a violent volcanic eruption.

#### Reach for the Skies Treetops Non-fiction

## Historical biographies

When you read about the conditions of historical figures, be careful! Some conditions were described by the people themselves, or by people they knew. Others, however, have been **diagnosed** after their death – in some cases, centuries after the person was alive.

**Pliny (Gaius Plinius Secundus) the Elder (Italy AD 23-79)**

Pliny the Elder wrote historical and scientific works, including a thirty-seven volume encyclopedia of the natural sciences.

Pliny had bad **asthma**. We know because he and his friends wrote about it: for example, Pliny wrote that smoking coltsfoot leaves helped bad coughs. His nephew described how Pliny died during an eruption of Mount Vesuvius. Pliny could not get enough air into his sick lungs and suffocated in the volcano's fumes.

Today the term 'Plinian' describes a very violent volcanic eruption.

- Can use clues from the text to work out why the narrator needed to take an odd assortment of items to the lab, and make a prediction about what might happen next.
- In discussion/with prompting, can express an opinion about the way the text is written (e.g. 'I like the way it sounds as though Patrick is really talking to the reader – it means you get sucked into the story.').
- Can sum up what has happened in the story so far without reiterating every detail.


#### The Mean Dream Wonder Machine Treetops Fiction

inventions. I had an idea.

When I was little, I had an electric train set. It wasn't one of those massive ones that take over your bedroom – I wish! It was a small 'figure of eight' track with two engines and a bridge, but when I was a kid I loved it more than anything. I played with it every spare moment I had. When I got older I didn't bother with it so much, because there's a limit to what you can do with a train set when you don't have much track. But I'd kept it, and now, I had an idea.

I'd need to take the train to the lab. I also needed a timer. I'd bought an old cuckoo clock at a jumble sale because I thought it might be useful one day. And I stopped to buy sweets on the way to the lab – little ones, dolly mixtures, choc drops. That kind of thing.

I did most of the work during lunchtime, when I was pretty sure nobody would come in to see the Mean Dream Washing Machine.



I opened all the inlets for soap and fabric conditioner and stuff, and the filter where all the yucky fluffy bits end up, and fitted track into them. I convinced the computer that it was meant to be that way. I fitted the cuckoo clock to the machine's timer, and then . . .

And then it was time to get back to work, in case Professor Scriffle came to see my



# Readers at Secure Standard 6: Year 5/P6 (Oxford Reading Level 17)

## Skills demonstrated

- Can use inference and deduction to work out why Zorb might be so terrified, and predict whether this is justified.
- Can explain what is implied in the last three words of the text ('Red for danger') with some support/prompting if necessary.
- After finishing the whole book, can discuss it with others, contributing opinions on the plot and characters and explaining whether they enjoyed the book or not, with reasons.
- Can work out from context the meaning of the word 'shard'.

### The Shadow Dimension Project X Alien Adventures

'How do we do it?'

Before Zorb could answer, there was a blast of cold wind.

'Oh, no!' said Tiger, spinning round, looking at the ground. 'They're back.'

'Zorbi!' Ant cried, grabbing the twilighter's sleeve. 'Tell me how we stop the shadow creatures.'

'They came for Veta,' Zorb said, eyes popping with fear. 'Now they're coming for the rest of us.'

There it was again, a sound like the wind.

'They're going to get me,' Zorb cried.

'Nobody's going to get you,' Cat said sternly. 'Stick with us and you'll be safe.'

Zorb was trembling.

'You've got to calm down,' Cat told him.

Zorb wasn't listening. His eyes were wild. 'Run!' he yelled.

The wind that wasn't wind blew again, but it didn't shake the mist. All five of them ran over the glass-strewn ground, but they were losing each other in the gloom. Then Cat heard a cry. It was Tiger. She stopped and turned in his direction.

'Tiger?' she called. 'Tiger, where are you?'

Cat stumbled towards the cry, shoes crunching on the shards of glass that littered the ground. She

stepped over one of the streams that cut through the rocks. 'Tiger, talk to me.'

Instead she heard Max. 'He's over here.'

Cat followed the sound of his voice. Finally, she could make out the blurry outlines of Max and Ant in the mist. 'Where's Tiger?' she asked. 'Is he with you?' As she got nearer, she said, 'Max? Ant? Where's Zorb? Where's Tiger?'

Neither of them said a word. She made her way towards them, more and more certain of what she would find.

Finally, the mist cleared a little and a ray of sunshine broke through. It lit the ground where Max and Ant were standing. They were on either side of a column.

'Oh no,' she said. 'Tell me it isn't him.'

Then she saw the telltale sign. Just visible through the surface of the column was a winking, red light coming from Tiger's watch.

Red for danger.

28

29

- Can explain what the table shows and give a sensible opinion about why the author may have chosen to use it (e.g. it conveys complicated information about sailing record-breakers concisely).
- Can skim and scan to retrieve information to answer broad questions (e.g. 'Have the times taken to sail single-handedly round the world got longer or shorter during the last 40 years?') and narrower questions (e.g. 'Who took 105 days to sail round the world?')

### What's Your Time? Project X Origins

**Record breaker**

WHO: Francis Joyon

WHAT: Solo global **circumnavigation**

TIME: 57 days, 13 hours, 34 minutes and 6 seconds

WHERE: France (start), Cape of Good Hope, Cape Horn, France (finish)

WHEN: 20th January, 2008

**Great globetrotters**

Over the past 40 years, the records for sailing single-handedly around the globe have been slashed.

Year(s)	Name	Nationality	Days taken
1968-69	Robin Knox-Johnston	British	313
1985-86	Dodge Morgan	American	150
1989-90	Titouan Lamazou	French	109
1996-97	Christophe Auguin	French	105
2000-01	Michel Desjoyeaux	French	93
2004	Francis Joyon	French	72
2005	Ellen MacArthur	British	71
2008	Francis Joyon	French	57

The main reasons for this tremendous increase in speed are progress in technology and changes in boat building. Robin Knox-Johnston's wooden boat was totally unlike today's boats, which are made of the latest, lightest materials.





# Readers at Secure Standard 7: Year 6/P7 (Oxford Reading Level 19)

## Skills demonstrated

- Can briefly sum up the main point of a section of text, quoting from the text to support this as necessary.
- Can give a sensible reason why the author might have chosen to quote directly from Roosevelt's letter, and give an opinion about whether the letter helps the reader understand the message of the text.
- Can use evidence from the text to work out the likely meaning of unfamiliar words such as 'prestige' and 'verandah'.
- Can express a personal reaction to the text and say what they think the author's point of view might be, giving reasons from the text.

### Nature's Most Deadly Project X Origins

**Big game hunting**

The aim of big-game hunting was to track and kill one of the Big Five – lions, leopards, elephants, buffalo and rhinoceros. In the 19<sup>th</sup> century, as European countries expanded their empires into Africa and India, their hunters took what had once been a royal sport to a new level. Hunting became a sign of prestige – a test of wits and strength against a fearsome adversary.

**Presidential prestige**

One of the biggest hunting expeditions ever was led by Theodore Roosevelt soon after he left the US presidency in 1909. He and his son, Kermit, combined big-game hunting with collecting exhibits for the Smithsonian Museum, Washington, USA. They used 250 local guides and porters as they travelled by train, horse, camel and steamboat across Eastern Africa.

The ex-president wrote to his sister Corinne in May 1909:

Big-game hunting is still allowed under strict controls. Would you go?

**Trophies of the Roosevelt Hunt**

Theodore Roosevelt and his son returned with 23 141 specimens, including 1013 mammals.

"I am sitting on a cool verandah with vines growing over the trellises, having just returned from a morning hunt in which I killed a python and an impala antelope. Yesterday I killed two antelopes, and the day before, a rhino and a hippo, and the day before that, Kermit killed a leopard which charged him viciously after mauling one of the beaters. I have also killed six lions – four of them big ones."





23

- Can give an opinion about Buttercup's character, quoting evidence from the text.
- Can find an example of irony in the text, with support if necessary (e.g. Buttercup complains that monkeys can't climb trees, when actually they can, but she can't).
- Can use context or dictionary to explain the meaning of 'archly'.
- Can compare this story with another chosen story from the collection, giving reasons for preferences and quoting from the text to explain similarities and differences.

### Bovine Espionage and Other Stories Treetops Chucklers

'Just because I'm a cow doesn't mean I don't have ambitions. I really wanted to be an astronaut. The first cow to walk in space. They didn't give me a chance. They sent a dog up there. They sent a monkey up there. Canines, primates. What do they know? Can they climb trees? Huh!'

Harvey was on the edge of pointing out that monkeys were very good at climbing trees, but after Buttercup's recent outburst he decided to keep his mouth shut.

'I even considered climbing Mount Everest but I hate queuing. Have you seen the queues for the summit recently? Reminded me of the milking parlour, quite beyond the pale. Huh, huh. Anyhow, I'm getting old. Time is running out. Have you got everything down?'

'I think so.'

'Then I'd better get back to the common herd before they think I'm weird or some kind of spy. Ha ha!'

'Will you be here tomorrow?'

'Who can tell?' said the cow, archly. 'Life should be an adventure, don't you think?'

'I do,' agreed Harvey. 'Might see you tomorrow then.'

The cow gave a brief nod and slowly began to make her way back up the field to the rest of the herd.

Harvey headed back to the farmhouse. His father was standing at the door. 'What have you been up to?' he asked.

'Talking to a cow,' Harvey answered.

'Really,' said Dad. 'And what did the cow have to say?'

'That life should be an adventure and it is important to have ambitions.'

'Clever cow,' smirked Dad.

Harvey looked at his father. He loved his dad but didn't think he had ever had an adventure, and ambition for Dad was simply earning a bit more money, that was all. Now Harvey realized he wanted more than that. Where was the drama? The adventure?

Harvey was thinking and this is what he thought:

*If a cow can do it, I could do it.*

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69



## National Tests

On the following pages, you will find examples of test questions based on the National Curriculum tests in England for reading (based on the sample tests available). There are fiction and non-fiction examples for both Key Stages 1 and 2, and they have been designed to replicate the format of recent tests. A commentary is included for every question, outlining what skills are required to answer that question.

## Key Stage 1 Fiction



'No!' shouted Ross. 'No way!'

His big brother Lee said, 'Go on. Try them on.'

'No way!' shouted Ross again.

Ross was going to be a pageboy at his big sister Kerry's wedding. And he had just seen the clothes he had to wear.

3

From *Stupid Trousers* by Susan Gates, TreeTops Oxford Reading Level 10

'I hate them!' he shouted.  
He hated the frilly shirt. He hated the red bow tie. But, most of all, he hated the trousers. They were red too. They were made of velvet.

'Those stupid trousers are too long!'

Ross shouted. 'They'll trip me up.'

Everyone will laugh at me.'



4

'No, they won't,' said Lee.  
'Yes, they will! And you can shut up. You're stupid as well!'

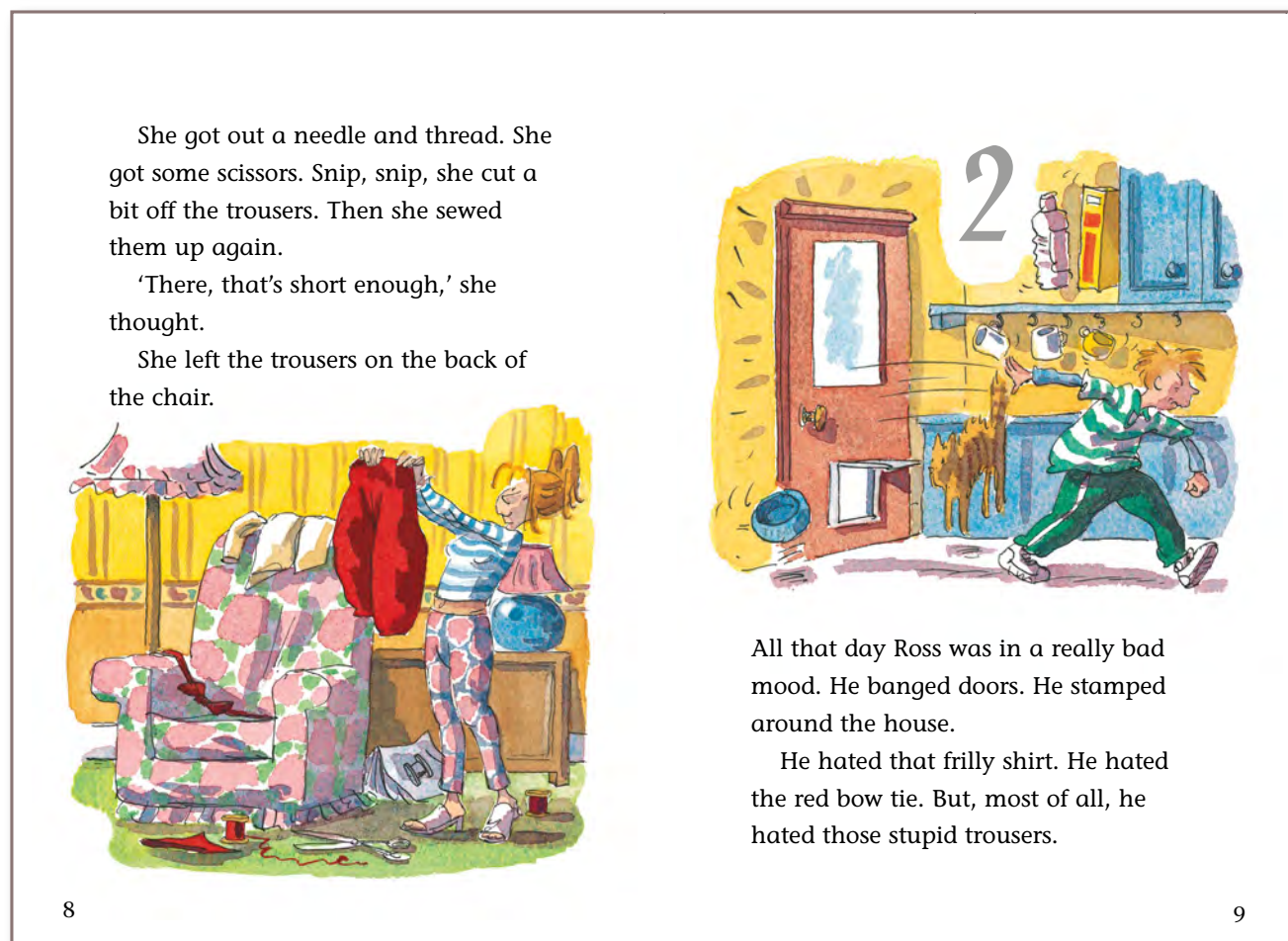
'No, I'm not stupid. You're stupid!'



Kerry had come into the room.  
'Stop saying rude things to your brother,' she told Lee. 'He's only little.'

5





## Key Stage 1 fiction questions

*Stupid Trousers* by Susan Gates (TreeTops Oxford Reading Level 10)

- 1 Give one reason why Ross hated the trousers.

\_\_\_\_\_ ☐

- 2 Ross hated the shirt because it was:

Tick **one**.

red ☐ frilly ☐

velvet ☐ too long ☐

- 3 Why does Ross have to wear these clothes?

\_\_\_\_\_ ☐

- 4 How do you know Kerry is older than Ross?

\_\_\_\_\_ ☐

- 5 *Lee stamped out of the room.*

In this sentence, stamped means he walked:

on tiptoe ☐ quietly ☐

noisily ☐ slowly ☐



6 Which word best describes Kerry?

rude ☐ stupid ☐

bad-tempered ☐ helpful ☐

7 What does Ross do to show he is in a bad mood?

☐

8 What phrase tells you Ross is younger than Lee?

☐

9 Number these events in the correct order to tell the story.

Lee said Ross was stupid.

Kerry made the trousers shorter.

Ross saw the clothes.

Kerry left the trousers on the chair.

Ross said he hated the clothes.

Ross stamped out of the room.

10 Kerry cut the trousers without measuring Ross.

What do you think might happen?

☐

## Key Stage 1 fiction answers

*Stupid Trousers* by Susan Gates (TreeTops, Oxford Reading Level 10)

Qu	Requirement	Mark
1	Give one reason why Ross hated the trousers. <b>Content domain:</b> 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. <b>Award 1 mark</b> for one of the following: too long/red/velvet	1m

**Commentary:** This question requires straightforward retrieval to demonstrate comprehension.

Qu	Requirement	Mark
2	Ross hated the shirt because it was: <b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts. <b>Award 1 mark</b> for red frilly ✓ velvet too long	1m

**Commentary:** This question requires an understanding of vocabulary in context.

Qu	Requirement	Mark
3	Why does Ross have to wear these clothes? <b>Content domain:</b> 1b – identify and explain key aspects of fiction and non-fiction such as characters, events, titles and information. <b>Award 1 mark</b> for He was going to be a pageboy at his sister’s wedding. <b>Also accept:</b> his sister’s wedding	1m

**Commentary:** This question requires an understanding of events.



Qu	Requirement	Mark
4	How do you know Kerry is older than Ross? <b>Content domain:</b> 1d – Make inferences from the text. <b>Award 1 mark</b> for She was his ‘big sister’.	1m

**Commentary:** This question requires some slight inference.

Qu	Requirement	Mark
5	<i>Lee stamped out of the room.</i> In this sentences, <i>stamped</i> means he walked: <b>Content domain:</b> 1c – draw on knowledge of vocabulary to understand texts. <b>Award 1 mark</b> for on tiptoe      quietly noisily ✓      slowly	1m

**Commentary:** This question requires an understanding of vocabulary in context.

Qu	Requirement	Mark
6	Which word best describes Kerry? <b>Content domain:</b> 1d – Make inferences from text. <b>Award 1 mark</b> for rude      stupid bad-tempered      helpful ✓	1m

**Commentary:** This question requires the ability to draw inference from the text.

Qu	Requirement	Mark
7	What does Ross do to show he is in a bad mood? <b>Content domain:</b> 1d – make inferences from the text. <b>Award 1 mark</b> for one of the following: He banged doors. He stamped around the house.	1m

**Commentary:** This question requires the ability to connect character’s actions to feelings.



Qu	Requirement	Mark
8	What phrase tells you Ross is younger than Lee? <b>Content domain:</b> 1M11 – make inferences from the text. <b>Award 1 mark</b> for: only little	1m

**Commentary:** This question requires the ability to infer relationships between characters.

Qu	Requirement	Mark
9	Number these events in the correct order to tell the story. <b>Content domain:</b> 1c – identify and explain the sequence of events in texts. <b>Award 1 mark</b> for correct order: 1 Ross saw the clothes. 2 Ross said he hated the clothes. 3 Lee said Ross was stupid. 4 Ross stamped out of the room. 5 Kerry made the trousers shorter. 6 Kerry left the trousers on the chair.	1m

**Commentary:** This question requires the ability to recognize narrative sequence.

Qu	Requirement	Mark
10	Kerry cut the trousers without measuring Ross. What do you think might happen? <b>Content domain:</b> 1e – predict what might happen on the basis of what has been read so far. <b>Award 1 mark</b> for one of the following: They were still too long.      They were just right. They were now too short.	1m

**Commentary:** This question requires the ability to predict events in stories.

# Key Stage 1 Non-fiction

### The salmon's homecoming

In spring, young salmon **hatch** in rivers all over Europe. The tiny fish live and grow in the river for a year. When they are about 10 centimetres long, they migrate downstream to the sea. They swim out into the Atlantic Ocean. They feed in the ocean for the next two or three years.

When the salmon are fully grown they return to their home river to breed. They swim or leap upstream against the flow of the water. They lay their eggs in the very spot where they hatched. How do they know they have found the right place? By the taste of the water!

Did you know that baby salmon swim in groups called *schools*?

Salmon fact box	
Journey	Atlantic Ocean to home river
Distance	7000 kilometres
Departure	July/August
Return	October/November
Journey time	over 2 months
Number of migrations in lifetime	up to 3 return trips

An Atlantic salmon leaps upstream to return home.

From *The Salmon's Homecoming from Incredible Journeys* by Claire Llewellyn, Project X Origins Non-fiction Oxford Reading Level 10

# Key Stage 1 non-fiction questions

The Salmon's Homecoming (from *Incredible Journeys* by Claire Llewellyn, Oxford Reading Level 10)

- 1

When do young salmon hatch?

\_\_\_\_\_

☐
- 2

When the salmon are fully grown, they return to their home river to breed.

In this sentence, *breed* means:

Tick **one**.

feed

☐

have babies

☐

swim about

☐

leap

☐
- 3

What happens in July and August?

\_\_\_\_\_

☐
- 4

Look at the chart. Does *departure* mean:

Tick **one**.

to feed?

☐

to leave?

☐

to swim?

☐

to leap?

☐



- 5

Which word in the text is the opposite of *downstream*?
- 6

When a salmon has laid its eggs, what do you think it does?
- 7

How old is the salmon when it returns to the home river for the first time?
- 8

Number these events in a salmon’s life in the correct order.

grow in river for a year

swim to the Atlantic Ocean

return to home river to breed

hatch in rivers

feed and grow for two or three years

migrate downstream
- 9

Look at the sentence in the box at the end of the text.

Write the sentence **in the text** that gives the same information.

## Key Stage 1 non-fiction answers

*The Salmon’s Homecoming* (from *Incredible Journeys* by Claire Llewellyn, Oxford Reading Level 10)

Qu	Requirement	Mark
1	When do young salmon hatch? <b>Content domain:</b> 1C4 – identify key aspects of fiction and non-fiction texts, such as characters, events, titles and information. <b>Award 1 mark for</b> [in] spring	1m

**Commentary:** This question requires straightforward retrieval to demonstrate comprehension.

Qu	Requirement	Mark
2	<i>When the salmon are fully grown they return to their home river to breed.</i> In this sentence, <i>breed</i> means: <b>Content domain:</b> 1a draw on knowledge of vocabulary to understand texts. <b>Award 1 mark for</b> feed                      have babies ✓ swim about              leap	1m

**Commentary:** This question requires an understanding of vocabulary in context.

Qu	Requirement	Mark
3	What happens in July and August? <b>Content domain:</b> 1c – identify and explain the sequence of events in texts. <b>Award 1 mark for</b> Salmon go to the sea. <b>Also accept:</b> leave the river/go to the (Atlantic) Ocean	1m

**Commentary:** This question requires an understanding of the sequence of events in a text.



Qu	Requirement	Mark
4	Look at the chart. Does <i>departure</i> mean: <b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts. <b>Award 1 mark</b> for To feed            to leave ✓ To swim           to leap	1m

**Commentary:** This question requires an understanding of vocabulary in context.

Qu	Requirement	Mark
5	Which word in the text is the opposite of <i>downstream</i> ? <b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts. <b>Award 1 mark</b> for upstream	1m

**Commentary:** This question requires an understanding of vocabulary in context.

Qu	Requirement	Mark
6	When a salmon has laid its eggs, what do you think it does? <b>Content domain:</b> 1e – predict what might happen on the basis of what has been read so far. <b>Award 1 mark</b> for returns to the ocean <b>Also accept:</b> returns to the sea	1 mark - 1MI 2 short response

**Commentary:** This question requires the ability to predict on the basis of repeated events.

Qu	Requirement	Mark
7	How old is the salmon when it returns to the home river for the first time? <b>Content domain:</b> 1d – make inferences from the text. <b>Award 1 mark</b> for 3 or 4 years old (1 year = hatching to leaving; 2/3 years = in the ocean)	1m

**Commentary:** This question requires the ability to work out an answer from given information.



Qu	Requirement	Mark
8	Number these events in a salmon's life in the correct order. <b>Content domain:</b> 1c Identify and explain the sequence of events in texts. <b>Award 1 mark</b> for correct order: 1 hatch in rivers 2 grow in river for a year 3 migrate downstream 4 swim into the Atlantic Ocean 5 feed and grow for two or three years 6 return to home river to breed	1m

**Commentary:** This question requires the ability to sequence information chronologically.

Qu	Requirement	Mark
9	Look at the sentence in the box at the end of the text. Write the sentence <b>in the text</b> that gives the same information. <b>Content domain:</b> 1b identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information. <b>Award 1 mark</b> for: They swim or leap upstream against the flow of water.	1m

**Commentary:** This question requires the ability to match information given in different ways.



## Key Stage 2 Fiction

Chapter 1  
58, Azalea Avenue

The small van belonging to the Fantora family will shortly be taking us to our new home.

‘Other people,’ said Rosie, ‘have a pantechicon, and neighbours commenting on the furniture as it goes in and out.’

‘We haven’t got any furniture, dear,’ said Eddie, ‘so we’ll just put all our things in the van. We ought to get to Azalea Avenue early, before all the new stuff starts arriving from the shops.’

So, as everyone is getting ready, I think there is time to tell you a little about the new house. It’s not quite what we’re used to, and I can tell you there were quite a number of complaints about 58, Azalea Avenue before the Fantoras decided to go ahead and buy it.

‘That’ll have to go,’ said Rosie, when the family went to view the house. She was pointing to a wooden plaque hanging above the front door, with the name Sunnyvale painted on it in letters which curled about all over the place.

‘I think it’s rather a cheerful sort of name,’ said Auntie Varvara.

8

‘I don’t want a cheerful name. I don’t want any name at all. What’s wrong with a number? 58 is a very pleasant kind of number.’

Eddie said, ‘Turrets had a name. You never minded that.’

‘Turrets had turrets. It was at least accurate.’ Rosie sniffed. ‘This house is set in a garden which is not a vale of any kind, and the weather in this part of the world is many things, but rarely, if ever, sunny.’

‘I’ll make it sunny,’ said Francesca, ‘and then the name will be true.’

Francesca’s gift, apart from starting fires when she’s extremely cross, is a very useful one. She can change the weather. She can’t quite manage it over a wide area yet, but she is still very young. All I can tell you is that the sun shines in our garden every summer, and the children have always made a huge snowman at Christmas time, whether there’s snow in the rest of the district or not.

Rosie sighed and went into the house. Nothing more was said about the sign, but I’m prepared to bet that it’ll be gone when we drive up to the front door later on this morning.

The rooms at Azalea Avenue were disappointingly square and small. Turrets had been a Victorian building with high ceilings and plenty of ornamental

9

From *The Fabulous Fantora Files* by Adèle Geras,  
TreeTops Chucklers, Oxford Reading Level 19



glass set into the doors and windows.

‘It’s got double-glazing,’ said Eddie, who was always one to look on the bright side. ‘It’ll be nice and quiet. And warm in winter. The central heating looks efficient. It was a bit rickety and wobbly at Turrets, you must admit. Remember all the noises in the pipes?’

‘And look, everybody, a serving-hatch!’ said Auntie Varvara, sticking her head through a little window set into the wall between the kitchen and the dining-room. ‘How useful that’ll be, won’t it?’

‘Come and see the bedrooms, children,’ said Rosie. ‘Where’s Marco?’

‘Here I am.’

‘Thank goodness. I thought you’d disappeared again. Follow me.’

Rosie led the way upstairs and the children trooped obediently behind her, even Marco. He’s the quiet one in the family: vague, absent-minded, elusive. He would rather lie on the floor and write a poem than do anything else at all. His gift (and a most valuable one for someone with his temperament) is invisibility. He was very young indeed when he discovered that by taking his clothes off he could disappear entirely. This used to be a bit of a problem when he was a toddler. Jugs of milk would quite suddenly leap into the air and pour their

10

contents all over the floor, my tail would be pulled very hard by unseen hands, and once every single thing in the outside dustbin was spread out over the kitchen floor. Then Rosie had a brilliant idea. She stuck a small, round piece of plaster right in the centre of Marco’s back, in the very place where he couldn’t possibly reach it, and whenever he shed his clothes and vanished, the plaster could be clearly seen, floating about seemingly in thin air. It has to be said, of course, that the clever boy worked out that other people could take the plaster off for him, and Bianca became his chief ally when it came to playing tricks on the grown-ups or the other children at school.

‘You girls could share this big bedroom in the front,’ said Rosie, ‘and Marco could have the little room next door.’

‘I don’t want to share,’ said Francesca, beginning to pout a little. ‘I like a room to myself. And Monkey and Leopard like a room to themselves. They would say so if they weren’t packed in a box.’

Bianca whispered to Francesca, ‘Don’t worry, Francesca. We’ll have lots of fun. Monkey and Leopard will love it. Honestly. All your toys can talk to all my toys and we’ll have tea parties and picnics every day if you like.’

This was more than idle chit-chat on Bianca’s part. What Bianca does, and has done ever since she was tiny

11

From *The Fabulous Fantora Files* by Adèle Geras,  
TreeTops Chucklers, Oxford Reading Level 19

is bring things to life. Many’s the dolls’ tea party I’ve sat in on in Bianca’s room, with all the dolls and the teddy bears chatting away and moving around. Marco’s toy soldiers can have battles any time they like, and thanks to Bianca, Monkey and Leopard, who used to sit and be ornaments on Francesca’s chest of drawers, now talk to her and follow her around. They would go to school with her and to the shops as well, but Filomena won’t allow it.

‘There’s no need,’ she says, ‘to flaunt gifts in front of people. That would be vulgar. Just as those who are rich shouldn’t flaunt their wealth.’

It’s not only toys that Bianca can animate, it’s furniture and objects as well. She had a naughty trick, some time ago, of getting Eddie’s favourite armchair to dance about and whistle snatches of the latest hits, just as he had settled down with the evening paper after a hard day at work. Rosie put a stop to that.

‘Just do that to your father once more,’ she said mildly, ‘and I’ll put something in your cornflakes that’ll turn your teeth green.’

12



Key Stage 2 fiction questions

The Fabulous Fantora Files by Adèle Geras (TreeTops Oxford Reading Level 19)

1 How do you know that the Fantoras were buying new furniture for their new home?

☐

2 Complete the chart with a description of each character’s special gift.

character	special gift
Francesca	
Marco	
Bianca	

☐

3 Is the narrator of the story human or not? Quote from the story to support your answer.

☐

4 ‘Other people,’ said Rosie, ‘have a pantechnicon...’

Do you think the *pantechnicon* would be:

Tick **one**.

- smaller than the van

☐
- bigger than the van

☐
- the same size as the van

☐

5 ‘Turrets had turrets. It was at least accurate,’ Rosie sniffed.

What does accurate mean in this sentence?

☐

6 ‘It’s got double-glazing,’ said Eddie, who was always one to look on the bright side.

This sentence contains:

Tick **one**.

- a simile

☐
- alliteration

☐
- onomatopoeia

☐
- a metaphor

☐

☐

7 How do you know that Rosie usually gets her own way? Quote evidence from the text.

☐

8 Do you think Bianca will interfere with Father’s chair again? Explain your reasons.

☐

9 The text is a story. It is fiction. Give two features of narrative writing found in the text.

1

2

☐

## Key Stage 2 fiction answers

*The Fabulous Fantora Files* by Adèle Geras (TreeTops Oxford Reading Level 19)

Qu	Requirement	Mark
1	How do you know that the Fantoras were buying new furniture for their new home?  <b>Content domain:</b> 2d – Make inferences from the text/explain and justify inferences with evidence from the text.  Award 1 mark for each of: 1 ‘We haven’t got any furniture, dear’ 2 ‘... the new stuff starts arriving from the shops’	2m

**Commentary:** This question requires a connection between ‘stuff’ and ‘furniture’ to gain the second mark

Qu	Requirement	Mark
2	Complete the chart with a description of each character’s special gift.  <b>Content domain:</b> 2c – summarise main ideas from more than one paragraph  <b>Award 1 mark</b> for each gift = 3 marks  Francesca:    change the weather Marco:        can become invisible Bianca:       can brings things to life	3m

**Commentary:** This question requires pupils to retrieve information from more than one paragraph to complete the chart.

Qu	Requirement	Mark
3	Is the narrator of the story human or not? Quote from the story to support your answer.  <b>Content domain:</b> 2d – Explain and justify inferences and justify with evidence from the text  <b>Award 1 mark</b> for  The narrator is NOT human. ‘...my tail would be pulled very hard by unseen hands’	1m

**Commentary:** This question requires inference.



Qu	Requirement	Mark
4	<p><i>'Other people.' said Rosie, 'have a pantehnicon...'</i> Do you think the <i>pantehnicon</i> would be:</p> <p><b>Content domain:</b> 2a – give/explain the meaning of words in context.</p> <p><b>Award 1 mark:</b></p> <p>smaller than the van bigger than the van ✓ the same size as the van</p>	1m

**Commentary:** In this question, pupils are required to link 'furniture' and 'pantehnicon' to deduce it would be bigger.

Qu	Requirement	Mark
5	<p><i>'Turrets had turrets. It was at least accurate,' Rosie sniffed.</i> What does <i>accurate</i> mean in this sentence?</p> <p><b>Content domain:</b> 2a – Give/explain and explore the meaning of words in context.</p> <p><b>Award 1 mark</b></p> <p>correct/precise/exact</p>	1m

**Commentary:** In this question, pupils are required to provide a synonym for 'accurate' in this context.

Qu	Requirement	Mark
6	<p><i>'It's got double-glazing,' said Eddie, who was always one to look on the bright side.</i> This sentence contains:</p> <p><b>Content domain:</b> 2g Identify explain how meaning is enhanced through choice of words and phrases.</p> <p>This sentence contains:</p> <p><b>Award 1 mark for</b></p> <p>a simile alliteration onomatopoeis a metaphor ✓</p>	1m

**Commentary:** This is a new type of question, requiring pupils to identify and understand language features.



Qu	Requirement	Mark
7	<p>How do you know that Rosie usually gets her own way? Quote evidence from the text.</p> <p><b>Content domain:</b> 2d – Explain and justify inferences with evidence from the text.</p> <p><b>Award 2 marks for:</b></p> <p>Rosie did not like the wooden plaque hanging above the front door. She said it had 'to go'. Auntie Varvara did not agree.</p> <p>The narrator comments 'I'm prepared to bet that it'll be gone when we drive up to the front door later on this morning.' This shows that Rosie will get her way, as the narrator indicates she usually does.</p>	2m

**Commentary:** In this question, pupils are required to understand the narrator's comment about the plaque, and so infer that when Rosie wants something, she usually gets it.

Qu	Requirement	Mark
8	<p>Do you think Bianca will interfere with Father's chair again? Explain your reasons.</p> <p><b>Content domain:</b> 2e – predict what might happen from details stated and implied.</p> <p><b>Award 1 mark for:</b></p> <p>No, Bianca will not interfere with Father's chair again. Rosie has threatened to turn her teeth green if she does.</p> <p><b>Award 1 mark for:</b></p> <p>The narrator tells us 'Rosie put a stop to that' indicating that it didn't happen again.</p>	2m

**Commentary:** In this question, pupils are required to infer.

Qu	Requirement	Mark
9	<p>The text is a story. It is fiction. Give two features of narrative writing found in the text.</p> <p><b>Content domain:</b> 2f Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p><b>Award 1 mark for each feature = 2 marks</b></p> <p>Any <b>two</b> of:</p> <p>past tense description direct speech characters</p>	2m

**Commentary:** In this question, pupils are required to identify the conventions of narrative writing



# Key Stage 2 non-fiction

# WHAT ARE YOU FRIGHTENED OF?



Even the bravest people suffer some fear, for truly dangerous things are genuinely scary. We'd all be frightened if we had to cross a swirling river on a narrow log, or if we were being chased by a fearsome tiger.

But many of us also have 'foolish' fears, of things that cannot really harm us: mice, for example, are not usually deadly and making a speech isn't dangerous – but both can seem quite terrifying!

**Ask your friends ...**

"What are you most scared of?"

- What are the most common answers?
- Are they truly dangerous things, or 'foolish' fears?

**Gripped by fear**

In the past, foolish fears have been known to seize whole families, towns and even nations. They have been known to make people take unwise decisions: for example, some historians believe that in the year 1000, huge numbers of Europeans sold their possessions and left their homes because they believed the world was about to be destroyed. Today we know they had nothing to fear but, at the time, their terror was very real. To find out more about the foolish fears of our **ancestors**, keep reading.

2

From *Foolish Fears* by Richard Plan and Paul Moran, Project X Origins Non-fiction Oxford Reading Level 19

# Key Stage 2 non-fiction questions

*Foolish Fears* by Richard Plan and Paul Moran (Project X Oxford Reading Level 19 )

- 1

Look at the first two paragraphs. If this had a sub-heading, which of the following would be the most suitable?

Tick **one**.

Fear of mice	<input type="checkbox"/>
Real and foolish fears	<input type="checkbox"/>
Making a speech	<input type="checkbox"/>
Tigers	<input type="checkbox"/>
- 2

*Even the bravest people suffer some fear, for truly dangerous things are genuinely scary.*

In this sentence, *genuinely* means:

Tick **one**.

never	<input type="checkbox"/>	really	<input type="checkbox"/>
sometimes	<input type="checkbox"/>	not	<input type="checkbox"/>
- 3

*Are they truly dangerous things, or foolish fears?*

This sentence contains:

Tick **one**.

a simile	<input type="checkbox"/>
alliteration	<input type="checkbox"/>
onomatopoeia	<input type="checkbox"/>
a metaphor	<input type="checkbox"/>

- 4 Put a tick on the correct box to show whether each of the following statements is **fact** or **opinion**.

	Fact	Opinion
A fear of harmless things is called a phobia.		
For example, sports stars who have lost after forgetting to wear their 'lucky' clothes have claimed that this proves a superstition works.		
A timer delivered food pellets regularly, no matter what the pigeons did.		

☐

- 5 All these words describe a 'fear' of something. Can you work out two of them?

word	meaning
chromophobia	
dentophobia	
zoophobia	
bibliophobia	
frigophobia	
hippophobia	

☐

- 6 *Don't tread on cracks!*  
*Knock on wood!*  
*Cross your fingers!*

What two-word term does the writer use to explain these actions?

☐

- 7 *Some footballers have been known to miss the start of matches because their superstitious routines have been disrupted.*

What does the word *disrupted* mean in this sentence?

☐

- 8 When explaining fears and superstitions, the writer has deliberately chosen language that will have an effect on the reader.

Some of the words in the table below are in bold. Explain the effect of these in each sentence.

language used	explanation of the effect of the language
...chased by a <b>fearsome</b> tiger	
...they can <b>ruin</b> lives	
...both can seem quite <b>terrifying</b>	

☐

9

Superstitions can seem silly but can have a huge effect on people.

[a] Give two examples from the text of how being superstitious can affect people’s lives in a negative way. Write in your own words in full sentences.

[b]

Find an example in the text where some good came from being superstitious. Write in your own words in full sentences.

10

The text was written to **inform** the reader and **explain** what frightens people. Give **two** features of the text that support this purpose.

1

2

Key Stage 2 non-fiction answers

Foolish Fears by Richard Plan and Paul Moran (Project X Oxford Reading Level 19 )

Qu	Requirement	Mark
1	<p>Look at the first two paragraphs. If this had a sub heading, which of the following would be the most suitable?</p> <p><b>Content domain:</b> 2c – summarise main ideas from more than one paragraph</p> <p><b>Award 1 mark for</b></p> <p>Fear of mice  Real and foolish fears ✓  Making a speech  Tigers</p>	1m

**Commentary:** Pupils are required to synthesise the information presented in the three paragraphs to select a suitable summary for the information

Qu	Requirement	Mark
2	<p><i>Even the bravest people suffer some fear, for truly dangerous things are genuinely scary.</i></p> <p>In this sentence, <i>genuinely</i> means:</p> <p><b>Content domain:</b> 2a – Give/explain the meaning of words in context</p> <p><b>Award 1 mark for</b></p> <p>never                      really ✓  sometimes              not</p>	1m

**Commentary:** This question requires an understanding of vocabulary in context.

Qu	Requirement	Mark
3	<p><i>Are they truly dangerous things, or foolish fears?</i></p> <p>This sentence contains:</p> <p><b>Content domain:</b> 2g Identify/explain how meaning is enhanced through choice of words or phrases.</p> <p><b>Award 1 mark for</b></p> <p>a simile  alliteration ✓  onomatopoeia  a metaphor</p>	1m

**Commentary:** This is a new type of question requiring pupils to identify and understand the use of language features.





Qu	Requirement	Mark												
4	<p>Put a tick on the correct box to show whether each of the following statements is <b>fact</b> or <b>opinion</b>.</p> <p><b>Content domain:</b> 2d – Make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for all three correctly ticked.</p> <table> <tr> <td></td><td>Fact</td><td>Opinion</td></tr> <tr> <td>A fear of harmless things is called a phobia.</td><td>✓</td><td></td></tr> <tr> <td>For example, sports stars who have lost after forgetting to wear their 'lucky' clothes have claimed that this proves a superstition works.</td><td>✓</td><td></td></tr> <tr> <td>A timer delivered food pellets regularly, no matter what the pigeons did.</td><td>✓</td><td></td></tr> </table>		Fact	Opinion	A fear of harmless things is called a phobia.	✓		For example, sports stars who have lost after forgetting to wear their 'lucky' clothes have claimed that this proves a superstition works.	✓		A timer delivered food pellets regularly, no matter what the pigeons did.	✓		1m
	Fact	Opinion												
A fear of harmless things is called a phobia.	✓													
For example, sports stars who have lost after forgetting to wear their 'lucky' clothes have claimed that this proves a superstition works.	✓													
A timer delivered food pellets regularly, no matter what the pigeons did.	✓													

**Commentary:** In this question, pupils are required to recognize the difference between fact and opinion by close reading of the text.

Qu	Requirement	Mark
5	<p>All these words describe a 'fear' of something. Can you work out two of them?</p> <p><b>Content domain:</b> 2a– Give/explain the meaning of words in context.</p> <p><b>Award 1 mark</b> for each correct = 2 marks</p> <p>chromophobia: fear of bright colours  dentophobia: fear of dentists  zoophobia: fear of animals  bibliophobia: fear of books  frigophobia: fear of getting cold  hippophobia: fear of horses</p>	2m

**Commentary:** This question requires the ability to work out word derivations.

Qu	Requirement	Mark
6	<p><i>Don't tread on cracks! Knock on wood! Cross your fingers!</i></p> <p>What two-word term does the writer use to explain these actions?</p> <p><b>Content domain:</b> 2d – make inferences from the text.</p> <p><b>Award 1 mark</b> for special steps</p>	1m

**Commentary:** This question requires the ability to link information and description.



Qu	Requirement	Mark
7	<p><i>Some footballers have been known to miss the start of matches because their superstitious routines have been disrupted.</i></p> <p>What does the word <i>disrupted</i> mean in this sentence?</p> <p><b>Content domain:</b> 2a – Give/explain the meaning of words in context.</p> <p><b>Award 1 mark</b> for:</p> <p>Interrupted/interfered with</p>	1m

**Commentary:** Pupils need to provide a synonym/explanation for 'disrupted'. Explicit vocabulary in context questions is new.

Qu	Requirement	Mark
8	<p>When explaining fears and superstitions, the writer has deliberately chosen language that will have an effect on the reader.</p> <p>Some of the words in the table below are in bold. Explain the effect of these in each sentence.</p> <p><b>Content domain:</b> 2g – identify/explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award 3 marks</b> for three full explanations.  <b>Award 2 marks</b> for two full explanations.  <b>Award 1 mark</b> for one full explanation.</p> <p><i>...chased by a <b>fearsome</b> tiger</i>  e.g. the answer should explain the use of the word in terms of 'degree'. The tiger is not just 'a bit scary'. It sounds really frightening and therefore, it is sensible to 'suffer some fear'. The reader can identify with that.</p> <p><i>...they can <b>ruin</b> lives.</i>  e.g. the answer should explain the use of the word in terms of 'degree'. Live are not just 'mildly affected' they can be completely destroyed. The reader can feel sympathy.</p> <p><i>...both can seem quite <b>terrifying</b>.</i>  e.g. Use of such a strong word expresses the degree of fear which is understandable. The reader can identify with these situations.</p>	3m

**Commentary:** This question requires three full explanations for how the language used in the text impacts the reader.

Qu	Requirement	Mark
9	<p>Superstitions can seem silly but can have a huge effect on people.</p> <p>a Give two examples from the text of how being superstitious can affect people's lives in a negative way. Write in your own words in full sentences.</p> <p><b>Content domain:</b> 2C5 – identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for each example = 2 marks</p> <ul style="list-style-type: none"> <li>• agrophobia</li> <li>• footballers missing start of matches</li> </ul> <p>b Find an example in the text where some good came from being superstitious. Write in your own words in full sentences.</p> <p><b>Award 1 mark</b></p> <p>not drinking from the same cup</p>	3m

**Commentary:** This question requires an understanding of both sides of an argument.

Qu	Requirement	Mark
10	<p>The text was written to <b>inform</b> and <b>explain</b> about what frightens people. Give <b>two</b> features of the text that support this purpose.</p> <p><b>Content domain:</b> 2f – Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p><b>Award 1 mark</b> for each feature = 2 marks</p> <p>Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>headings</li> <li>sub headings</li> <li>illustrations</li> <li>fact boxes</li> <li>use of present tense (explanation)</li> <li>use of past tense (historical information)</li> </ul>	3m

**Commentary:** Pupils are required to identify the conventions of an information/explanation text.

# Effective Teaching and Learning Resources from Oxford

Oxford University Press (OUP) provide a range of programmes and resources that connect to the ORCS which can be used to teach the full range of reading skills and help develop reading for pleasure. These resources support the effective implementation of the reading assessment and teaching cycle to ensure that progress actually happens!

## The Reading Assessment and Teaching Cycle



## Whole-class, guided and independent reading practice

### Project X

*Project X* offers a rich and vibrant library of fiction and non-fiction, tailored to capture every child's interest, giving them the best possible chance of success at Primary school and beyond.

*Project X Origins* is a finely levelled reading collection which can be used flexibly for guided, whole-class and (from Year 2) independent reading. Developed by comprehension experts, it helps every child reach higher standards. *Alien Adventures* and *Hero Academy* offer a range of exciting fully decodable, inspirational fiction and non-fiction to build confidence for reading success.

Using *Project X* at the heart of a school's reading provision is the best way of connecting ORCS assessment outcomes with high quality teaching and enjoyable reading experiences for children.



### Oxford Reading Tree and Treetops

*Oxford Reading Tree* and *TreeTops* are used in thousands of UK primary schools and continue to provide a wealth of enjoyable and carefully levelled texts for readers across the primary age range. With levelling and progression linked to the ORCS, the range of series in these programmes provide a high quality library for independent reading practice and gives children the confidence to love reading.

These series continue to expand with *Word Sparks* fiction for Reception and Key Stage 1 (fiction and non-fiction) and *Reflect* for Key Stage 2. More *Biff*, *Chip* and *Kipper* titles arrive each year to keep this hugely popular series as fresh as ever.



## Systematic Synthetic Phonics teaching

### Read Write Inc. Phonics

No programme has had a greater impact on children's early reading development than *Read Write Inc Phonics*. It has been proven time and again to give all children the very best start in education, turning even the most disadvantaged into fluent readers, confident talkers and willing writers.



### Essential Letters and Sounds

Developed for teachers by teachers from Knowledge Schools Trust, Essential Letters and Sounds is designed to ensure that all children learn to read well and make speedy progress. It has been validated as an effective systematic synthetic phonics teaching programme by the Department for Education.



### Floppy's Phonics

Floppy's Phonics is a step-by-step systematic synthetic phonics teaching programme that engages children in reading from the outset. It is perfect for schools who want high-quality phonics teaching resources and professional development in a range of online formats, for full confidence in teaching phonics.



**If you would like information about any of the Oxford resources please visit: [www.oxfordprimary.com](http://www.oxfordprimary.com) or call your local OUP education consultant.**

# Appendices





# The Oxford Reading Criterion Scale Word Lists

Throughout the Oxford Reading Criterion Scale Standards, you will see reference to high-frequency word lists which have been specially prepared for children at Reception (P1), Years 1 and 2 (P2 and P3), Year 4 (P5), and Year 5 (P6). There are no specific word lists for Year 3 (P4) or for Year 6 (P7), as the intention is that children will focus in these years on reviewing and revising the words learned so far, and filling in any gaps.

The words in these lists are taken from both the original National Literacy Strategy (NLS) high-frequency word lists and the Dolch list. Dolch is a highly influential list of high-frequency words which was first devised in the 1930s and which is based on rigorous research and analysis of the commonest words in the English language. It is crucial for children to learn to read these words accurately and automatically, in order to gain fluency as readers.

Some of the words are likely to be familiar and/or decodable to children from the earliest stages of reading, whereas others are highly phonically irregular. The lists are useful to ensure that children are truly able to read all of these crucial words on sight, and to ensure a second chance for those children who may have failed to learn some of the words when they were first introduced. The ORCS word lists supplement the spelling guidance and word lists which are provided in the National Curriculum for England, and can be used alongside the National Curriculum lists.

## Word List for Reception (P1)

a	go	see
all	going	she
am	I	the
and	he	they
are	in	this
at	is	to
away	it	up
big	like	was
but	look	we
can	me	went
cat	mum	yes
come	my	you
dad	no	
day	of	
dog	on	
for	play	
get	said	



## Word List for Year 1 and Year 2 (Primary 2 and 3)

about	do	home	never	saw	took
after	don't	house	next	school	tree
again	door	how	night	seen	two
an	down	if	not	shall	us
another	draw	jump	now	should	very
as	eat	just	off	sister	want
back	find	kind	off	so	warm
ball	first	last	old	some	wash
be	from	laugh	once	start	water
because	girl	little	one	take	way
bed	give	live	open	than	were
been	going	lived	or	thank	what
boy	good	love	our	that	when
brother	got	made	out	their	where
but	had	make	over	them	which
by	half	man	people	then	who
call	has	many	please	there	will
called	have	may	pretty	these	with
came	help	more	pull	three	would
cold	her	much	push	time	your
can't	here	must	put	too	
could	him	name	ran		
did	his	new			
dig					



Word List for Year 4 (Primary 5)

I'm	different	number	tries
above	does	often	turn
across	during	only	turned
almost	every	opened	under
along	first	other	until
also	following	outside	upon
always	found	place	use
any	goes	right	used
around	gone	round	walk
ask	half	second	walked
asked	heard	show	walking
before	high	sometimes	watch
began	inside	started	where
being	jumped	still	while
below	knew	stopped	without
better	know	such	woke
between	laugh	suddenly	woken
both	leave	think	write
brought	might	though	year
buy	morning	thought	young
change	much	today	
coming	near	together	
didn't	never	told	

Word List for Year 5 (Primary 6)

baby	friends	money	those
balloon	garden	own	white
birthday	great	paper	whole
brother	happy	sister	why
children	head	small	window
clothes	heard	something	word
earth	important	sound	work
eyes	lady	sure	world
father	light	swimming	

Acknowledgements

The Oxford Reading Tree Biff, Chip and Kipper characters in this work are the original creations of Roderick Hunt and Alex Brychta who retain copyright in the characters.

Project X characters created by Jonatronix

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# Oxford Primary Reading Assessment

**Oxford Primary Reading Assessment** provides an effective, whole-school approach to reading assessment and book choice, in line with the expectations of the English National Curriculum, and other UK curricula. It has been designed to help schools:

- **Assess all aspects of reading** – using the **Oxford Reading Criterion Scale** – from Reception/P1 right through to Year 6/P7
- **Record pupil attainment and track progress** – using a clear, consistent approach
- **Develop teacher subject knowledge** – to better inform next steps for children
- **Choose appropriate books** – using the Oxford Reading Levels
- **Prepare pupils for the National Reading Tests** – sample questions included

Use alongside **Oxford Primary Writing Assessment** for a complete approach to teacher assessment in English.



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