

End Point Assessment in Reading



St John's  
Church of England  
Academy

END POINT ASSESSMENT IN READING

2021-2022

EYFS and Years 1 - 6

End Point Assessment in Reading

Three Year Old Nursey: Word Reading and Comprehension	
Autumn Term	
Spring Term	
Summer Term	

# End Point Assessment in Reading

Reception: Word Reading and Comprehension		
Autumn Term		
	<u>Little Wandle Phonics – Autumn 1</u>	<u>Little Wandle Phonics – Autumn 2</u>
Spring Term		
	<u>Little Wandle Phonics – Spring 1</u>	<u>Little Wandle Phonics – Spring 2</u>
Summer Term		
	<u>Little Wandle Phonics – Summer 1</u>	<u>Little Wandle Phonics – Summer 2</u> Long vowel sounds CVCC CCVC Long vowel sounds CCCVC CCV CCVCC Phase 4 words ending – s /s/ Phase 4 words ending – s /z/ Phase 4 words ending – es Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, /d/ Phase 4 words ending in: -s /s/, -s /z/, -es

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## Year 1: Word Reading and Comprehension

Autumn Term	<p>Reads simple sentences.</p> <p>Responds with the correct sounds to known graphemes.</p> <p>Blends sounds aloud when attempting to read new words.</p> <p>Re-reads books to develop confidence.</p> <p>Listens to poems, stories and non-fiction making links to own experiences.</p> <p>Demonstrates understanding when talking with others about what they have read.</p> <p>Retells key stories, fairy stories and traditional tales through role-play.</p> <p>Answers questions about stories read.</p> <p>Identifies features of books, e.g. title etc.</p> <p>Recognises predictable phrases.</p> <p>Listens to simple rhymes and poems and joins in with others when reciting them.</p>	
	<u>Little Wandle Phonics – Autumn 1</u>	<u>Little Wandle Phonics – Autumn 2</u>
Spring Term	<p>Reads simple sentences with some fluency.</p> <p>Responds speedily with the correct sound to known graphemes.</p> <p>Applies phonic knowledge to decode words.</p> <p>Blends sounds in unfamiliar words containing known gpc.</p> <p>Reads known cew (first ).</p> <p>Begins to read words containing known gps and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Reads words of more than one syllable that contain known gpcs on occasions.</p> <p>Begins to read words with contractions.</p> <p>Re-reads books to develop confidence and fluency.</p> <p>Listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them.</p> <p>Talks about books, using own knowledge and information provided by the teacher.</p> <p>Retells key stories, fairy stories and traditional tales orally in simple sentences.</p> <p>Joins in with predictable phrases.</p> <p>Begins to make simple inferences (from pictures, objects, stories).</p> <p>Talks about the meaning of unfamiliar words.</p> <p>Learns to appreciate simple rhymes and recites these by heart.</p> <p>Begins to distinguish between fact and fiction.</p> <p>Notices when reading does not make sense.</p> <p>Shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher.</p>	
	<u>Little Wandle Phonics – Spring 1</u>	<u>Little Wandle Phonics – Spring 2</u>
Summer Term	<p>Reads aloud books that are consistent with developing phonic knowledge.</p> <p>Responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes.</p> <p>Reads accurately by blending sounds in unfamiliar words containing gpcs that have been taught.</p> <p>Reads cew with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word.</p> <p>Reads words containing known gps and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Reads words of more than one syllable that contain known gpcs.</p> <p>Reads words with contractions.</p> <p>Begins to take account of punctuation when reading.</p> <p>Begins to use context clues to help reading for meaning.</p> <p>Re-reads books to develop confidence, fluency and expression.</p> <p>Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently.</p> <p>Links what they hear or read to their own experiences.</p> <p>Retells stories they have read, heard and discussed using appropriate vocabulary.</p> <p>Talks about what is read to them, taking turns and listening to others. Expresses opinions based on these.</p> <p>Explains understanding of what they have read.</p>	

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	<p>Talks about particular characteristics of different types of stories.</p> <p>Talks about the significance of the title and events.</p> <p>Makes inferences on the basis of what is read.</p> <p>Makes simple predictions.</p> <p>Learns and appreciate rhymes and poems and can recite some by heart.</p> <p>Discusses word meanings, making links to known words.</p> <p>Retells, using significant events and main points in sequence.</p> <p>Reads checking texts make sense and correcting inaccurate reading.</p>	
	<p><u>Little Wandle Phonics – Summer 1</u></p>	<p><u>Little Wandle Phonics – Summer 2</u></p>

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## Year 2: Word Reading and Comprehension

Autumn Term	<p>Reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation.</p> <p>Reads all known graphemes.</p> <p>Reads unfamiliar words containing known gpcs accurately and without needing to sound out .</p> <p>Reads accurately words that have been encountered frequently.</p> <p>Reads known cew fluently .</p> <p>Segments words into syllables to aid decoding.</p> <p>Uses punctuation to aid reading with expression.</p> <p>Notifies when reading does not make sense and attempts to self-correct.</p> <p>Listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction.</p> <p>Retells a range of story in sequence.</p> <p>Answers questions about books read and shared.</p> <p>Finds and retrieves literal information.</p> <p>Begins to ask simple questions about books read and shared.</p> <p>Recognises simple recurring language in poems and stories.</p> <p>Makes plausible predictions.</p> <p>Distinguishes between fact and fiction.</p> <p>Shows some awareness of text features.</p>
Spring Term	<p>Reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting.</p> <p>Reads familiar words without overt sounding and blending.</p> <p>Reads words of 2 or more syllables.</p> <p>Reads cew fluently taking note of unusual correspondences between spelling and sounds and where these occur in words.</p> <p>Uses punctuation to read with increased expression.</p> <p>Notifies when reading does not make sense and self-corrects.</p> <p>Asks and answers questions about books read and shared.</p> <p>Makes simple inferences using evidence from the text.</p> <p>Talks about new vocabulary and offers suggestions about the meaning based on the context.</p> <p>Discusses favourite words and phrases.</p> <p>Explains how items of information are related and discusses sequence of events.</p> <p>Makes plausible predictions, using evidence from the text.</p> <p>Begins to skim and scan.</p> <p>Talks about how to choose a book to read.</p>
Summer Term	<p>Applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation.</p> <p>Sounds out unfamiliar words accurately, without undue hesitation.</p> <p>Automatic decoding, using phonics, is embedded and reading is fluent.</p> <p>Recognises and effortlessly decodes alternative sounds for graphemes.</p> <p>Reads accurately words of two or more syllables, containing known graphemes.</p> <p>Recognises and effortlessly decodes most cew.</p> <p>Reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently.</p> <p>Reads words containing common suffixes.</p> <p>Reads age-appropriate texts with fluency and confidence.</p> <p>Notifies when reading does not make sense and takes appropriate action.</p> <p>Begins to use expression and intonation to engage a listener, when reading aloud.</p> <p>Self-corrects and re-reads to make ensure fluency and meaning.</p> <p>Regards reading as a pleasurable activity.</p> <p>Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.</p> <p>Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales.</p> <p>Recognises and understands the different structures of non-fiction books that have been introduced.</p> <p>Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>Learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear.</p> <p>Demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.</p> <p>Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.</p> <p>Makes inferences on what has been read.</p> <p>Asks and answers questions appropriately, including those based on inference of what is said and done.</p> <p>Makes predictions on the basis of what has been read so far.</p> <p>Participates in discussions , offering opinions and explanations for these about books, poems and other materials</p> <p>Exercises choice in selecting books.</p>

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## Year 3: Word Reading and Comprehension

Autumn Term	<p>Uses a range of strategies when reading aloud when prompted.</p> <p>Reads age-appropriate texts at a speed, which allows focus on understanding as opposed to decoding individual words.</p> <p>Experiments with different pronunciations when reading unfamiliar, longer words.</p> <p>Makes good approximations of a word's pronunciation.</p> <p>Listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books.</p> <p>Reads independently and can talk about what has been read.</p> <p>Makes inferences from texts and can explain these.</p> <p>Identifies the main points of a text.</p> <p>Makes predictions based on evidence from the text and can explain these.</p> <p>Recognises that books are structured in different ways for different audiences and purposes.</p>
Spring Term	<p>Begins to use a range of strategies when reading independently.</p> <p>Self-corrects using the appropriate strategies.</p> <p>Discusses meaning of new words based on understanding of root words, prefixes and suffixes.</p> <p>Begins to read ahead looking for clues to determine meaning.</p> <p>Begins to read silently for short periods of time.</p> <p>Reads books that are structured in different ways.</p> <p>Begins to ask questions to improve understanding of the text.</p> <p>Recognises the author makes choices regarding the vocabulary used.</p> <p>Discusses words and phrases that capture the reader's interest and imagination.</p> <p>Recognises that authors make choices regarding the layout of text/information.</p> <p>Explains how the structure of a text has impact on the reader.</p> <p>Begins to recognise different forms of poetry.</p> <p>Selects books based on awareness of reading preferences.</p>
Summer Term	<p>Reads a range of texts with fluency, understanding and expression.</p> <p>Talks about different strategies that can be used to help make sense of reading.</p> <p>Begins to select the most effective strategy .</p> <p>Self-corrects without prompting when necessary</p> <p>Reads silently for longer periods of time.</p> <p>Reads for a range of purposes.</p> <p>Checks reading makes sense.</p> <p>Talks about their understanding and tries to explain the meaning of words in context.</p> <p>Reads and discusses a variety of text types.</p> <p>Talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons.</p> <p>Asks questions to improve understanding of the text.</p> <p>Infers reasons for action and events.</p> <p>Identifies words and phrases used to create mood and tension.</p> <p>Offers reasons for authors' choice of vocabulary.</p> <p>Begins to summarise what has been read.</p> <p>Picks out key points when sequencing fiction.</p> <p>Offers explanation for layout or organisational features used within a text.</p> <p>Makes comparisons between stories and between non-fiction texts comparing like with like.</p> <p>Identifies some different forms of poetry.</p> <p>Prepares poetry to be read aloud.</p>

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## Year 4: Word Reading and Comprehension

Autumn Term	<p>Reads a range of age appropriate texts with fluency, understanding and expression, independently selecting an appropriate strategy.</p> <p>Talks about books read, offering opinions and synopsis – at times with prompts.</p> <p>Retrieves and records information from non-fiction texts.</p> <p>Begins to draw inferences re. Characters' thoughts, feelings and motives from their actions.</p> <p>Summarises main points of stories / information within a paragraph.</p> <p>Recognises the purpose, form and audience of a text.</p> <p>Identifies and comments on author viewpoints.</p> <p>Begins to read a range of different forms of poetry.</p> <p>Begins to prepare readings to be presented to audiences.</p>
Spring Term	<p>Reads a range of texts with fluency, understanding and expression selecting the most effective strategy.</p> <p>Reads further new words.</p> <p>Talks about books read, offering opinions and synopsis.</p> <p>Begins to recognise occurring themes or conventions linked to text types.</p> <p>Expands and explains answers to questions based on texts read.</p> <p>Makes reference to texts when answering questions.</p> <p>Justifies inferences with evidence.</p> <p>Picks out vocabulary / phrases used for impact and effect.</p> <p>Identifies main ideas drawn from more than one paragraph and can summarise these.</p> <p>Predicts what might happen from details stated and implied.</p> <p>Names some key children's authors.</p> <p>Reads aloud with increasing confidence.</p> <p>Chooses books based on knowledge of author, text type and purpose of reading.</p>
Summer Term	<p>Reads most words effortlessly at a speaking pace.</p> <p>Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words.</p> <p>Reads further new words noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>Reads aloud with appropriate volume.</p> <p>Reads a wide range of fiction and non-fiction, including poetry.</p> <p>Talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions.</p> <p>Talks about themes and conventions when discussing books.</p> <p>Understands the different reasons for reading – for pleasure/information.</p> <p>Uses the structure of books to navigate around texts.</p> <p>Selects books based on own reading experiences and preferences.</p> <p>Talks about known authors.</p> <p>Reads independently with sustained concentration.</p> <p>Offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate.</p> <p>Identifies how language, structure and presentation contributes to meaning.</p> <p>Recognises different forms of poetry.</p> <p>Prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume.</p> <p>Talks about their own reading and reading choices.</p>



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## Year 5: Word Reading and Comprehension

Autumn Term	<p>Reads at a reasonable speaking pace.</p> <p>Reads most words effortlessly.</p> <p>Pronounces unfamiliar words with automaticity.</p> <p>Reads longer books with sustained interest.</p> <p>Groups books according to theme or convention.</p> <p>Recognises when unsure of word meaning / pronunciation and requests help.</p> <p>Begins to show empathy/understanding with characters' motives/behaviours.</p> <p>Infers meaning of unfamiliar words from context.</p> <p>Infers characters' thoughts feelings and motives.</p> <p>Summarises and presents stories in own words.</p>
Spring Term	<p>Develops confidence when reading aloud.</p> <p>Recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures.</p> <p>Talks about favourite authors and types of books, giving reasons for preferences.</p> <p>Asks questions to enhance understanding of the text.</p> <p>Retrieves information from a text, using efficient and effective methods.</p> <p>Recognises author's viewpoint</p> <p>Uses inference and predictions to support reading</p> <p>Begins to identify descriptive and figurative language used for effect</p> <p>Summarises main idea from more than one paragraph</p>
Summer Term	<p>Reads aloud with appropriate volume and expression to make meaning clear to the audience.</p> <p>Reads an increasingly wide range of books.</p> <p>Selects books based on reading experiences and knowledge of books.</p> <p>Distinguishes between fact and opinion in non-fiction reading.</p> <p>Explains the effect and impact of author viewpoint.</p> <p>Discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.).</p> <p>Begins to make comparisons across and between books.</p> <p>Begins to show the influence of reading in writing.</p> <p>Builds up a repertoire of poems that are known by heart.</p> <p>Prepares poems and plays to read aloud.</p>

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## Year 6: Word Reading and Comprehension

Autumn Term	<p>Reads confidently from a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and textbooks.</p> <p>Determines meaning of new words by applying knowledge of root words, suffixes and prefixes.</p> <p>Retrieves information effectively using organisational features.</p> <p>Records and presents information from non-fiction texts.</p> <p>Recognises reoccurring themes and conventions across a range of texts.</p> <p>Participates actively in discussion about books.</p> <p>Discusses how authors use language, including figurative language, and how this affects the reader.</p> <p>Summarises main idea from more than one paragraph.</p> <p>Makes predictions based on details stated and implied.</p>
Spring Term	<p>Reads fluently (at least 180 words per minute) from a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and textbooks.</p> <p>Determines and describes meaning of new words by replacing with synonyms.</p> <p>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience.</p> <p>Identifies how punctuation is used for impact and effect.</p> <p>Recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects.</p> <p>Discusses and evaluates author's use of language and its impact on the reader.</p> <p>Explains author's organisation of a text.</p> <p>Asks questions to enhance understanding of the text.</p> <p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
Summer Term	<p>Reads effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and textbooks.</p> <p>Determines meaning of new words by applying a range of strategies including contextual clues.</p> <p>Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</p> <p>Demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions.</p> <p>Recommends books to others giving reasons for choice.</p> <p>Knows a wide range of poetry by heart.</p> <p>Explains how language, structure, and presentation, can contribute to the meaning.</p> <p>Identifies themes and conventions demonstrating understanding of their use across a wide range of writing.</p> <p>Draws on contextual evidence to make sense of what is read.</p> <p>Comments on how language, including figurative language, contributes to meaning.</p> <p>Makes comparisons within and across different texts.</p> <p>Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.</p> <p>Explains and discusses understanding, including through presentations and debates.</p>