

## ARE Judgements for Reading

This document is designed to support:

- Teacher planning
- Moderation
- Pupil assessment

### Reading - Foundation 2 (40-60)

- I can read words by blending sounds with known graphemes, with help from the teacher. (Word Reading)
- I can say a single sound for 20+ graphemes. (Word Reading)
- I can read accurately by blending the sounds in words with two and three known graphemes. (Word Reading)
- I can read accurately by blending the sounds in words with up to five known graphemes. (Word Reading)
- I can read some common exception words. (Word Reading)
- I answer questions that require simple recall in a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)

### Reading - Year 1

- I can use letter sounds to work out and read new words. (Word Reading) 1
- I can say a sound for more than 40 letters or groups of letters. (Word Reading) 1
- I can say quickly the sound of all the letters and letter groups. (Word Reading) 1
- I can read new words correctly by blending the letter and letter group sounds I have been taught. (Word Reading) 1
- I can read many common exception words. (Word Reading) 1

- o I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est. (Word Reading) 1
- o I can read many words quickly and accurately without needing to sound and blend words I have seen before. (Word Reading) 1
- o I can read words of more than one syllable using sounds that I have been taught. (Word Reading) 1
- o I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters. (Word Reading) 1
- o I can read aloud books that use letters and letter groups I have been taught. (Word Reading) 1
- o I can use the sounds I know to re-read books more fluently and with more confidence. (Word Reading) 1
- o I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.
- o (Comp) 1
- o I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. (Comprehension) 1
- o I can retell some of a story I know when being read to by an adult. (Comprehension) 1
- o I can join in with words when I can guess what is coming next. (Comprehension) 1
- o I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features. (Comprehension) 1
- o I can enjoy and understand rhymes and poems, and can recite some by heart. (Comprehension) 1
- o I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know. (Comprehension) 1
- o I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading. (Comprehension) 1

- o I can usually spot if a word has been read wrongly by following the sense of the text. (Comprehension) 1
- o I can talk about the title and events in books I have read or heard. (Comprehension) 1
- o I can say how the characters might feel in a story I have read or heard on the basis of what is said and done. (Comprehension) 1
- o I can say what might happen next in a story. (Comprehension) 1
- o I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. (Comprehension) 1
- o I can explain clearly my understanding of texts which have been read to me. (Comprehension) 1
- o I can answer questions in discussion with the teacher and make simple inferences. (Comprehension) 1

## Reading - Year 2

- o I can use the sounds I know to decode words automatically and my reading is fluent. (Word Reading)
- o I can read and blend all sounds I have been taught. (Word Reading)
- o I can recognise alternative sounds for letters or groups of letters. (Word Reading)
- o I can read words of two or more syllables that contain sounds I have been taught. (Word Reading)
- o I can read words containing common suffixes. (Word Reading)
- o I can read further common exception words and see where the sounds do not match. (Word Reading)
- o I can read most words quickly and accurately without needing to sound and blend words I have seen before. (Word Reading)

- o I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses. (Word Reading)
- o I can re-read books sounding out new words correctly to improve my speed and confidence. (Word Reading)
- o I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
- o (Comprehension)
- o I can enjoy reading and discussing the order of events in books and how items of information are related. (Comprehension)
- o I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others. (Comprehension)
- o I can enjoy reading by recognising repeated themes and ideas in stories and poems. (Comprehension)
- o I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.
- o (Comprehension)
- o I can talk about my favourite words and phrases. (Comprehension)
- o I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it
- o clearer. (Comprehension)
- o I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading. (Comprehension)
- o I can spot if a word has been read wrongly by following the sense of the text. (Comprehension)
- o I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. (Comprehension)

- o I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done. (Comprehension)
- o I can ask and answer questions about the books or stories I am reading and make links. (Comprehension)
- o I can say what might happen next in a story based on what has happened so far. (Comprehension)
- o I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. (Comprehension)
- o I can explain what I think about books, poems and other material that I have read or heard. (Comprehension)
- o I can read extended reading pieces (90 Words per minute)

### Reading - Year 3

- o I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work. (Comprehension) 3
- o I can show that I enjoy reading by reading lots of different types of books. (Comprehension) 3
- o I can read a wide range of books including fairy stories, myths and legends and retell some of them to others. (Comprehension) 3
- o I can tell you what a book that I am reading is about. (Comprehension) 3
- o I can read aloud poems and perform play scripts. (Comprehension) 3
- o I can discuss words in the books that I read that excite me. (Comprehension) 3
- o I can understand what I have read, checking that it makes sense by talking to others about it. (Comprehension) 3
- o I can ask questions about the texts that I have read to help me understand them. (Comprehension) 3
- o I can work out what a character in a book is feeling by the actions they take and can explain how I know. (Comprehension) 3

- o I can predict what might happen from clues in what I have read. (Comprehension) 3
- o I can tell someone about the main ideas in a paragraph. (Comprehension) 3
- o I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech. (Comprehension) 3
- o I can use non-fiction texts to find out information on a subject. (Comprehension) 3
- o I can talk about books and poems and I can take turns in telling people about them. (Comprehension) 3

#### Reading - Year 4

- o I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension) 4
- o I can show that I enjoy reading by reading lots of different types of books and for different reasons. (Comprehension) 4
- o I can use a dictionary to check the meaning of words. (Comprehension) 4
- o I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. (Comprehension) 4
- o I can discuss words and phrases in the books that I read that excite me. (Comprehension) 4
- o I can discuss different types of poetry e.g. free verse and narrative poetry. (Comprehension) 4
- o I can identify themes and conventions in a wide range of books. (Comprehension) 4
- o I can check what I have read and that I have understood it by telling someone else what has happened. (Comprehension) 4

- o I can ask questions about what I have read to help me understand a complicated text. (Comprehension) 4
- o I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this. (Comp) 4
- o I can predict what will happen in a text using details I have already read to help me. (Comprehension) 4
- o I can summarise what has happened in a text using themes from paragraphs to help me. (Comprehension) 4
- o I can understand how the use of words in a text, how it is set out and its presentation add to its meaning. (Comprehension) 4
- o I can find and record information from non-fiction texts over a wide range of subjects. (Comprehension) 4
- o I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. (Comprehension) 4

## Reading - Year 5

- o I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list. (Word Reading) 5
- o I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension) 5
- o I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.
- o (Comprehension) 5
- o I can write or give a detailed book review including reasons why I would recommend the book. (Comprehension) 5

- o I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. (Comprehension) 5
- o I can discuss and compare events, issues and characters within a book. (Comprehension) 5
- o I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear. (Comprehension) 5
- o I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context. (Comprehension) 5
- o I can ask sensible and interesting questions about the texts to help me understand them more. (Comprehension) 5
- o I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. (Comprehension) 5
- o I can predict what might happen in increasingly complex texts by using evidence from the text. (Comprehension) 5
- o I can talk about why authors use language, including figurative language, and the impact it has on the reader. (Comprehension) 5
- o I can tell the difference between statements of fact and opinion. (Comprehension) 5
- o I can find and write down facts and information from non-fiction texts. (Comprehension) 5
- o I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. (Comprehension) 5

## Reading - Year 6

- o I read aloud and understand the meaning of the words on the Year 5/6 list. (Word Reading) 6 0
- o I can read, enjoy, understand and discuss books that are written by different authors, in different styles. (Comprehension) 6 0



- o I can read books that are structured in different ways for different purposes e.g. for fun or research. (Comprehension) 6 0
- o I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions. (Comprehension) 6 0
- o I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. (Comprehension) 6 0
- o I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. (Comprehension) 6 0
- o I can read, understand and learn from a wide range of poetry and can learn longer poems by heart. (Comprehension) 6 0
- o I can read whole books, including novels, with confidence. (Comprehension) 6 0
- o I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.
- o (Comprehension) 6 0
  - o I can understand how language, structure and presentation contribute to meaning of a text. (Comprehension) 6 0
  - o I can talk about how authors use language, including figurative language and the impact it has on the reader. (Comprehension) 6 0
  - o I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear
- o reasoning. (Comprehension) 6 0
  - o I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.
- o (Comprehension) 6 0
  - o I can fully explain my views with reasons and evidence from the text. (Comprehension)

- o I can read extended reading pieces (120 Words per minute)