

Steps 22-27 Reading: Planning and Assessment from National Curriculum Lower Key Stage 2 Total Stars 60 10 KPIs for Step 27

Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	25, Entering Y4	26, Developing Y4	27, Secure Y4
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	Autumn Y4	Spring Y4	Summer Y4
	Stars routinely required	8	16	24	32	40	48, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. Texts should be age-related, ie, if the grid is being used for a pupil working at curriculum year 3, texts should be Y3 appropriate.

Year 3 pupils would not typically reach the embedded stage during their Y3 year. All statements represent typical attainment at the end of Year 4.

Word Reading	★ B	★ P	★ E	Word Reading	★ B	★ P	★ E
❖ <u>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</u>				❖ <u>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</u>			
Comprehension	★ B	★ P	★ E	Comprehension	★ B	★ P	★ E
<p><i>Develop positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> ❖ <u>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</u> ❖ reading books that are structured in different ways and reading for a range of purposes; ❖ <u>using dictionaries to check the meaning of words that they have read;</u> ❖ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; ❖ <u>identifying themes and conventions in a wide range of books;</u> ❖ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; ❖ discussing words and phrases that capture the reader's interest and imagination; ❖ recognising some different forms of poetry [<i>for example, free verse, narrative poetry</i>]. 				<p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> ❖ <u>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</u> ❖ asking questions to improve their understanding of a text; ❖ <u>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</u> ❖ <u>predicting what might happen from details stated and implied;</u> ❖ <u>identifying main ideas drawn from more than one paragraph and summarising these;</u> ❖ identifying how language, structure, and presentation contribute to meaning. ❖ <u>Retrieve and record information from non-fiction.</u> ❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			

★:B Beginning to

★ P Progressing

★ E Embedded