



Key Performance Indicators in Reading at Fishbourne Church of England Primary School

These statements are used when making teacher assessments to build a picture of whether an individual child is working at the expected standard by the end of the academic year. They are used as an indicator alongside standardised assessments.

Year 1 KPIs Reading

Taking part in talk about shared and personal reading.
Checking their understanding during and after reading and correcting inaccurate reading.
Predicting what might happen using what has happened so far.
Answer questions and make inferences on the basis of what is being said and done in a familiar book that is being read to them.
Beginning to understand how written language can be structured in order – for example – to build surprise/ present facts
Beginning to recognise and comment on some language choices/ effects (e.g. individual words; alliteration)
Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Reading accurately by blending sounds in unfamiliar words.
Read many common exception words.
Read accurately some words of 2 or more syllables that contain the same grapheme-phoneme correspondences.
Reading aloud accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Year 2

In Year 2, children are assessed against the Assessment Framework provided by the DfE which can be seen here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740343/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBHO.pdf

Year 3 KPIs Reading

Explaining and discussing their understanding of books, poems and other material.
Being willing to experiment with reading choices.
Identifying main ideas drawn from more than one paragraph and summarising these.
Retrieving and recording information from fiction and non-fiction.

Predicting what might happen from details stated and implied.
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Using dictionaries to check the meaning of words they have read.
Reading exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Identifying themes and conventions in a wide range of texts.

Year 4 KPIs Reading

Explaining and discussing their understanding of books, poems and other material.
Being willing to experiment with reading choices.
Identifying main ideas drawn from more than one paragraph and summarising these.
Retrieving and recording information from fiction and non-fiction.
Predicting what might happen from details stated and implied.
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Using dictionaries to check the meaning of words they have read.
Applying 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.
Reading exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Identifying themes and conventions in a wide range of texts.

Year 5 KPIs Reading

In their discussions, building on their own and others' ideas and challenging views courteously.
Providing reasoned justifications.
Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
Summarising the main ideas drawn from more than one paragraph
Identifying key details that support the main ideas
Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts (i.e. cross-curriculum; real life)

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations.
Further developing their knowledge and understanding of conventions of different types of writing.
Identifying and evaluating how language, structure and presentation contribute to meaning.
Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text.

Year 6:

In Year 6, children are assessed against the Assessment Framework provided by the DfE which can be seen here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf)

[19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf)