

English (Reading) - Key Criteria Pupil Tracker

ARE - 1			Points - 1-4	
Skill	Taught	Support	Independant	Recall
I can say all of the letters in the alphabet and (where appropriate) know all phonemes.				
I can split words into syllables.				
I can read words made from two words and those which start with un-				
I can read words with apostrophes and know what an apostrophe is.				
I can read all of the 100 essential words or use the 40+ phonemes to blend sounds to read new words.				
I can read words that end with 's, -ing, -ed, -est, -ing, -ed, -er'				
I can say what I like and do not like about what I have read and link what I read to my own experiences.				
I can retell stories in the correct order.				
I can talk about the main characters in a story.				
I know some poems and rhymes by heart.				
I re-read the sentence if it does not make sense.				
I can sometimes pick out some messages from a text and guess what will happen next in a story.				

I can answer some questions about information texts (where, who, why, how).				
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ARE - 2			Points - 5-8	
Skill	Taught	Support	Independant	Recall
I can use my sounds to work out how to read new words				
I know some letters can make different sounds.				
I can read simple compound words.				
I can read and talk about common tricky sounds and words.				
I can sight read words quickly without sounding out.				
I can read with confidence and fluency.				
I can talk about, and say what I think about a something I have read.				
I can talk about the order of events in what I have read.				
I can read for meaning and check that the text makes sense.				
I go back and re-read when it does not make sense.				
I can answer and ask questions about what I have read.				
I can say what I think will happen next.				

ARE - 3			Points - 9-12	
Skill	Taught	Support	Independant	Recall
I can use beginnings and endings to work out what words mean.				
I can read more tricky words, noticing how they are spelt.				
I read a range of fiction, poetry, plays, and non-fiction texts and know the differences between their structure.				
I can read aloud and independently, taking turns and listening to others.				
I can explain how non-fiction books are structured differently and use them to find the information I need.				
I can explain some of the different types of fiction books.				
I can ask relevant questions to get a better understanding of a text.				
I can predict what might happen based on details I have read.				
I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions.				
I can use a dictionary to check the meaning of unfamiliar words.				
I can identify the main point of a text.				
I can explain how structure and presentation contribute to the meaning of texts.				

ARE - 4			Points - 13-16	
Skill	Taught	Support	Independant	Recall
I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.				
I can read further exception words, noting the unusual correspondences between spelling and sound.				
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words and use a dictionary to find their meaning.				
I can discuss and record words and phrases that writers use to engage and impact on the reader and can identify where a writer has used precise word choices for effect to impact on the reader.				
I can identify some of the literary conventions in different texts.				
I can identify the (simple) themes in texts.				
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.				
I can explain the meaning of words in context.				
I can ask relevant questions to improve my understanding of a text and can build on others' ideas and opinions about a text in discussion.				
I can infer meanings and begin to				

justify them with evidence from the text.				
I can predict what might happen from details stated and from the information I have deduced.				
I can identify some text type organisational features, for example, narrative, explanation and persuasion.				

ARE - 5			Points - 17-20	
Skill	Taught	Support	Independent	Recall
I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.				
I can read further exception words, noting the unusual correspondences between spelling and sound.				
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.				
I can re-read and read ahead to check for meaning.				
I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.				
I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.				
I can identify significant ideas,				

events and characters; and discuss their significance.				
I can recite poems by heart, e.g. narrative verse, haiku.				
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.				

ARE - 6			Points - 21-24	
Skill	Taught	Support	Independant	Recall
I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.				
I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.				
I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.				
I can read fluently, using punctuation to inform meaning.				
I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.				
I can read books that are structured in different ways and evaluate how effectively texts are structured and presented.				

I can recognise texts that contain features from more than one text type.				
I can read non-fiction texts to help with my learning.				
I read accurately and check that I understand.				
I can recommend books to others and give reasons for my recommendation.				
I can identify themes and key points in texts.				
I can identify and discuss the conventions in different text types.				
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.				

ARE - 7			Points - 25-28	
Skill	Taught	Support	Independant	Recall
I can use a range of reading strategies to decode text.				
I can make a personal response to a text and provide some textual reference in support.				
I can identify and describe the writers' use of specific language features				
I know the difference between fact and opinion.				
I can locate information and ideas within a text.				

I can make notes on a topic when researching a variety of sources.				
I respond in a straightforward way to most explicit information and viewpoints				
I can make straightforward links between texts				
I can recognise a range of poetic conventions and how they have been used.				
I can talk about the setting, plot and characterisation and the effect that they have within a text.				

ARE - 8			Points - 29-32	
Skill	Taught	Support	Independent	Recall
I read a range of texts independently.				
I can use a range of reading strategies to decode text.				
I can comment on a text by making precise points and providing relevant evidence in support of those points.				
I can consider the impact of language choices on different readers.				
I understand the main ideas, viewpoints, themes and purposes in texts				
I can describe and summarise with some accuracy and understanding.				
I can make simple inferences from a text and find evidence in the text to				

support my views.				
I can make simple comparisons between two or more texts.				
I can identify a range of literary devices e.g. simile, metaphor, personification etc				
I'm understand that the work of dramatists is communicated through performance.				
I am beginning to use reading to find and learn new words to extend my vocabulary.				

ARE - 9			Points - 33-36	
Skill	Taught	Support	Independant	Recall
I read a range of texts and genres independently for interest and enjoyment.				
I can explain the effect of structure and some presentational features on the reader.				
I know how figurative language, vocabulary choice, and grammar help me to understand a text.				
I can explain how different audiences choose and respond to texts.				
I can explain the concept of culture and heritage, and why certain texts are influenced by them.				
I can use the Point, Evidence, Explanation technique when responding to written text				
I can make critical comparisons				

across texts.				
I understand that the work of dramatists is communicated through performance and that different staging allows for different interpretations.				
I can make more complex inferences and find evidence in the text to support my views.				
I use reading to learn new vocabulary and understand it by relating it to words I already know.				

ARE - 10			Points - 37-40	
Skill	Taught	Support	Independant	Recall
I can read and understand a range of more challenging texts. They may include: Shakespeare; classic literature; extended non-fiction (essays, reviews, journalism)				
I can analyse a range of ideas and respond to differing viewpoints, purposes and themes in a variety of related texts				
I can use the social and historical context of a text to inform my evaluation.				
I can analyse how texts are shaped by audiences' preferences and opinions.				
I can identify and interpret the themes, ideas and information in a text.				
I can explore aspects of plot, characterisation, events and				

settings, the relationships between them and their effects.				
I can find evidence in a text to support a point of view, including justifying inferences with evidence.				
I can analyse the writers' choice of vocabulary, form, grammatical and structural features to evaluate their effectiveness and impact.				
I can make credible comparisons between texts.				
I can summarise and evaluate with accuracy and clear understanding.				
I can make an informed personal response, recognising that other responses to a text are possible and evaluating these.				

ARE - 11			Points - 41-44	
Skill	Taught	Support	Independent	Recall
I can evaluate, in depth and detail, the writer's use of literary devices and their effect upon the intended audience.				
I can evaluate how texts are shaped by their intended audience.				
I can evaluate the usefulness of a text by identifying bias and misuse of evidence.				
I can use appropriate linguistic terminology to support my analysis of texts.				
I consistently use inference and deduction to explore layers of				

meaning.				
I summarise and critically evaluate with detailed and perceptive understanding.				
I show perceptive understanding of how context shapes texts and responses to texts.				
I substantiate my understanding with illuminating references to texts and contexts.				
I use well integrated textual references to develop my personal response to text.				
I can make illuminating and apt links and comparisons within and between texts.				