



# The Oxford Reading Criterion Scale

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## Pre-reading Standard: Early Years

The Pre-reading Standard supports the observation and recording of early reading behaviours, listening and oral language skills. It is designed to help teachers evaluate children’s pre-school experiences so that they can best meet the needs of the whole class.

Children whose experience of reading and language is good prior to starting school will readily demonstrate many of these behaviours and you will be able to teach, observe and assess these children against Standard 1 fairly quickly. Other children will need more exposure to books and language before they are ready for the more formal teaching of reading to begin.

Children at the Pre-reading Standard will be able to explore, talk about and identify letter sounds in words in books at Oxford Levels 1 and 1+.

### Key to Reading Skills

- READ = word reading and general reading behaviour
- R = recall and retrieval
- E = exploring the author’s language and point of view
- A = analysis of structure and organization
- D = deduction and inference

### PRE-READING STANDARD: Early Years

Name:

Date:

No.	Criteria	Evidence? (✓, X, ●)
1	Can hold books the right way up and turn the pages. (READ)	
2	Handles books carefully. (READ)	
3	Shows curiosity about books and chooses to look at books independently. (READ)	
4	Is beginning to distinguish between sounds in words, particularly initial letter sounds. (READ)	
5	Can recognize familiar words and signs such as their own name, advertising logos, other common words (e.g. ‘mum’ or ‘dad’). (READ)	
6	Listens attentively to stories and other texts as they are read aloud (at an age-appropriate interest level). (READ)	
7	Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D)	
8	Is beginning to talk about texts, e.g. stating simple likes/dislikes. (E)	
9	Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?). (D)	
10	Is beginning to recognize language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration. (A)	
11	Can explore and experiment with sounds and words. (READ)	
12	Can identify initial sounds in words. (READ)	
13	Can identify objects that begin with the same sound, e.g. table, tiger, tap. (READ)	
14	Can retell an event in a story or information from a non-fiction text (may only be brief). (R)	
15	Is beginning to draw on the knowledge of familiar stories/story structures to make predictions about unfamiliar stories, e.g. suggest how a story might end or what a character might do next. (D)	
16	‘Pretends’ to read familiar books, drawing on memory, language patterns and illustrations as prompts. (READ)	
17	Knows that text runs from left to right and top downwards in English. (READ)	
18	Is beginning to hear and identify where sounds appear in words. (READ)	





## Standard 1: Reception/Primary 1

Standard 1 can be used during both formal and informal observations of children as their learning progresses through Reception/Primary 1. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 8–19). You may also wish to record children’s specific progression in phonics and word reading on one of the Standard 1 *Phonics Skills Tracking Sheets* on Pages 37 or 43.

By the end of Reception/Primary 1, children should be able to:

- Handle books correctly.
- Listen to stories and other texts read to them attentively.
- Talk about familiar books confidently, including key characters, settings and events.
- Use words and illustrations to gain meaning from stories and information books.
- Read most common CVC words automatically.
- Sound and blend words containing taught vowel and consonant digraphs.
- Retell a known story in the correct sequence.
- Find information to help answer simple questions.
- Make simple predictions about stories and information books.

### Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author’s language and point of view

A = analysis of structure and organization

D = deduction and inference

Children are expected to be a Secure Standard 1 – reading at Oxford Level 3 – by the end of Reception/P1 in order to meet national expectations at the end of Key Stage 1.



The rocket spins and twists in the air.

8



They are going too fast!  
They cannot stop!

9

*The Rocket Flight: Project X, Alien Adventures*

**NOTE:** Children who can accurately, fluently and consistently read all the Reception Year GPCs and common exception words should be moved on to the National Curriculum Year 1 programme of study for word reading (see the Phonics skills tracking sheets for Standard 2). However, they may still need further development of the wider reading skills outlined in Standard 1 below.





## STANDARD 1: Reception/Primary 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Criteria	Evidence? (✓, ✗, ●)
1	Can distinguish between a word, a letter and a space. (READ)	
2	Can understand the terms: book, cover, beginning, middle, end, page, word, letter, line. (READ)	
3	When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D)	
4	Can sequence the important parts of a story that is known to the reader in order. (R)	
5	Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ)	
6	Is able to read some words from the YR high frequency word list. (READ)	
7	Can state simple likes/dislikes about familiar texts. (E)	
8	Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R)	
9	Knows that information can be retrieved from different sources such as books, posters and computers. (R)	
10	Knows a wider range of GPCs and can sound and blend to read most CVC words (including words with double letters, e.g. bell, hiss). (READ)	
11	Can point to a full stop in text. (READ)	
12	Can retell familiar stories with growing confidence. (R)	
13	Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ)	
14	Can recognize language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration. (A)	
15	Can read words with consonant digraphs: ch, sh, th, ng. (READ)	
16	Can read most of the YR/P1 high frequency word list. (READ)	
17	Without prompting, uses words and illustrations together to gain meaning from a text. (R/D)	
18	With support, can find information to help answer simple, literal questions. (R)	
19	Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ)	
20	Can talk about main points or key events in a simple text. (R)	
21	Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D)	
22	Can read almost all the YR high frequency words. (READ)	
23	Knows the function of full stops when reading and shows this in their reading aloud. (READ))	
24	Can read most common CVC words automatically, without the need for sounding and blending. (READ)	
25	Can confidently sound and blend words containing taught vowel and consonant digraphs and some words with adjacent consonants. (READ)	
Total		

### Assessment score

0–5 ticks = not yet working at this Standard; review against Pre-reading Standard

6–12 ticks = Developing (Oxford Levels 1+/2)

13–19 ticks = Secure (Oxford Level 3)

20–25 ticks = Advanced (Oxford Level 4)

Assessment point: children with 22 or more ticks may be assessed against Standard 2.





## Standard 2: Year 1/Primary 2

Standard 2 can be used during both formal and informal observations of children as their learning progresses through Year 1/Primary 2. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 8–19). You may also wish to record children's specific progression in phonics and word reading on one of the Standard 2 *Phonics Skills Tracking Sheets* on Page 39 or 45.

By the end of Year 1/Primary 2, children should be able to:

- Use a wide range of phonic knowledge to decode and blend unfamiliar words and read them aloud accurately.
- Read most common exception words.
- Read an increasing number of words automatically and fluently.
- Use a growing knowledge of vocabulary to gain meaning from texts.
- Talk about texts by, for example: retelling stories, predicting events or information, answering simple literal and evaluative questions (expressing basic opinions).

### Key to Reading Skills

READ = word reading and general reading behaviour

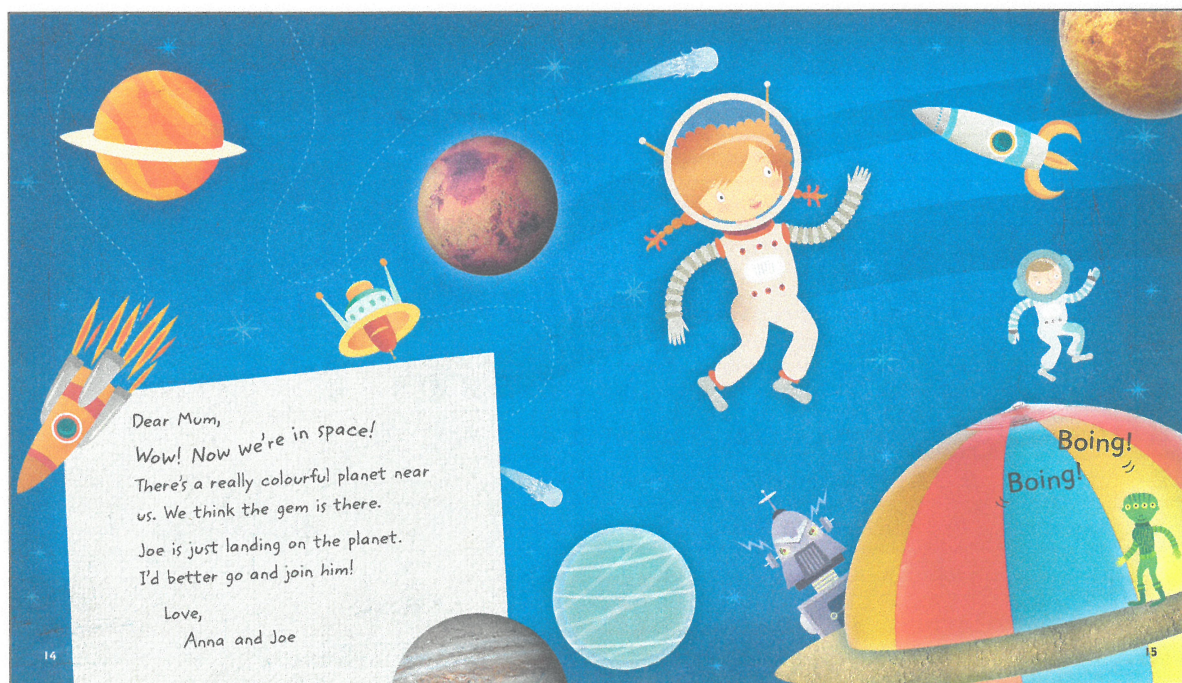
R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference

Children are expected to be a Secure Standard 2 – reading at Oxford Level 6 – by the end of Year 1/P2 in order to meet the national expectations at the end of Key Stage 1.



*Dear Mum: Oxford Reading Tree Story Sparks*

**NOTE:** Children who can accurately, fluently and consistently read all the Year 1 GPCs and common exception words should be moved on to the National Curriculum Year 2 programme of study for word reading (see the Phonics skills tracking sheets for Standard 3). However, they may still need further development of the wider reading skills outlined in Standard 2 below.





## STANDARD 2: Year 1/Primary 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Criteria	Evidence? (✓, X, ●)
1	Can read aloud and is beginning to use expression to show awareness of punctuation. (READ)	
2	Reads familiar words with growing automaticity. This includes the YR/P1 and some of the Y1/2 (P2/3) high frequency words which are easily decodable and some common exception words. (READ)	
3	Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E)	
4	Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC. (READ)	
5	Notices unfamiliar and interesting words ('WOW' words grow with the age of the child). (E/D)	
6	Can choose a book from a selection and explain why chosen. (E)	
7	Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D)	
8	Can retell known stories, including significant events/main ideas in sequence. (R)	
9	Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D)	
10	Can make plausible predictions about characters, using knowledge of the story and own experiences. (D)	
11	Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts. (READ/A)	
12	With support, can answer simple questions/find information in response to a direct question. (R)	
13	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ)	
14	Can express opinions about main events and characters in stories, e.g. good and bad characters. (E)	
15	Is beginning to identify when reading does not make sense and attempts to self-correct. (READ)	
16	Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence. (R)	
17	Can use the front cover and book title as well as illustrations and the words inside to make reading choices. (E)	
18	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s). (READ)	
19	Can read the different grapheme-phoneme correspondences for long vowel phonemes. (READ)	
20	Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ)	
21	Can locate specific information on a given page in response to a question. (R)	
22	Can relate stories/texts to their own experiences, including story settings and incidents. (D)	
23	Can comment on obvious characteristics and actions of characters in stories. (D)	
24	Is beginning to distinguish between fiction and non-fiction. (A)	
25	Uses phonics first when encountering unfamiliar words. (READ)	
26	Can read a wide range of words containing taught GPCs accurately and automatically, without the need for sounding and blending. (READ)	
Total		

### Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 1  
 6–12 ticks = Developing (Oxford Levels 4/5)  
 13–19 ticks = Secure (Oxford Level 6)

20–25 ticks = Advanced (Oxford Level 7/8)  
 Assessment point: children with 22 or more ticks may be assessed against Standard 3.





## Standard 3: Year 2/Primary 3

Standard 3 can be used during both formal and informal observations of children as their learning progresses through Year 2/Primary 3. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 8–19). You may also wish to record children’s specific progression in phonics and word reading on one of the Standard 3 *Phonics Skills Tracking Sheets* on Page 41 or 47.

By the end of Year 2/Primary 3, children should be able to:

- Read most words fluently and accurately without the need for decoding and blending.
- Read unfamiliar words accurately by decoding and blending the sounds, recognizing alternative sounds for a range of graphemes.
- Read words with two or more syllables, using decoding skills and knowledge of syllables to support their reading of longer, unfamiliar words.
- Read aloud with intonation and expression, taking into account the punctuation.
- Identify when reading doesn’t make sense and self-correct.
- Use a growing knowledge of vocabulary to gain meaning from texts.
- Make predictions about texts and relate texts to their own experiences.
- Compare and contrast some texts, giving simple views and explanations.
- Summarize a story clearly and in sequence.
- Identify the difference between fiction and non-fiction.

### Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author’s language and point of view

A = analysis of structure and organization

D = deduction and inference

Children are expected to be a Secure Standard 3 – reading at Oxford Level 9 or 10 – by the end of Year 2/P3 in order to meet national expectations at the end of Key Stage 1.







## STANDARD 3: Year 2/Primary 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Criteria	Evidence? (✓, X, ●)
1	Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)	
2	Can read aloud, taking into account . ? ! (READ)	
3	Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ)	
4	Can read most of the Y1/2 (P2/3) high frequency words. (READ)	
5	Can confidently recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts. (A)	
6	Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text. (R)	
7	Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D)	
8	Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)	
9	Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D)	
10	Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). (A)	
11	Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R)	
12	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ)	
13	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). (READ)	
14	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letter(s). (READ)	
15	Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! , ,). (READ)	
16	Can read all of the high frequency words, up to and including the Y1/2 (P2/3) high frequency word list (demonstrates fluent and automatic reading of frequently encountered words). (READ)	
17	Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful). (D)	
18	Can summarize a story, giving the main points clearly in sequence. (R)	
19	Can distinguish between fiction and non-fiction. (A)	
20	Having read a text, can find the answers to questions, both written and oral. (R)	
21	Can talk about how different words and phrases affect meaning, including the use of some simple literary language (for example, alliteration). (E)	
22	Can discuss reasons for events in stories by beginning to use clues in the story. (D)	
23	Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D)	
24	Can confidently relate texts to their own experiences. (D)	
25	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). (A)	
26	Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary. (R/A)	
Total		

### Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 2  
 6–12 ticks = Developing (Oxford Levels 7/8)  
 13–21 ticks = Secure (Oxford Levels 9/10)

22–26 ticks = Advanced (Oxford Level 11)  
 Assessment point: children with 23 or more ticks may be assessed against Standard 4.





## Standard 4: Year 3/Primary 4

Standard 4 can be used during both formal and informal observations of children as their learning progresses through Year 3/Primary 4. A review of the evidence gathered and summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 8–19).

By the end of Year 3/Primary 4, children should be able to:

- Use a range of strategies to establish meaning from texts, including specific strategies for working out the meaning of unfamiliar vocabulary.
- Read aloud with intonation and expression, taking into account punctuation and use of dialogue.
- Offer explanations and opinions, using evidence from the text.
- Identify some aspects of author craft, e.g. specific structures or language choices used.
- Identify a range of non-fiction text types and their purpose.

Children are expected to be a Secure Standard 4 – reading at Oxford Level 13 – by the end of Year 3/P4 in order to meet national expectations at the end of Key Stage 2.

### Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference

Michael Faraday

#### ELECTRICITY TAMER:

### Michael Faraday

*Without Michael Faraday, we'd be living in the dark ... quite literally! He discovered how to use electricity to make things move and how to produce electricity using magnets. What's shocking is that he did all this with very little education!*



#### Fact file

**Born:** 1791 in London, England  
**Childhood:** Son of a blacksmith  
**Worked in:** Physics  
**Died:** 1897 in Hampton Court, England  
**Interesting fact:** Faraday's first job was binding books. This used to be done by hand.

#### Teaching himself

In the early 1800s, science was a job for rich people who could afford to study at university. Faraday came from a poor family. He had to leave school and find work when he was 13. But Faraday loved to read. He taught himself all about science in the back of the shop where he worked.

#### Starting out

When he was 20, Faraday went to talks by a famous scientist called Humphrey Davy. Faraday wrote to Davy and got his first job in science.

#### No maths ... no problem!

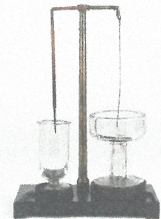
Maths is a really useful tool. It helps scientists discover how the world works. Faraday knew hardly any maths but he didn't let that stop him. He was brilliant at picturing how things might work.

In the early 1800s, no one used electricity as a source of power. Faraday changed this with his invention of the electric motor.



Science Souvenir

This is Faraday's first 'electric motor'. It doesn't look like today's motors - it's just a wire dipped into a pool of mercury metal with a magnet in the middle. When electricity was passed through the wire, something special happened - the wire started to rotate around the magnet!



Science Shocks: Project X Origins non-fiction





## STANDARD 4: Year 3/Primary 4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Criteria	Evidence? (✓, X, ●)
1	Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary). (READ)	
2	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue. (READ)	
3	Can summarize the main points in a text. (R)	
4	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level). (D)	
5	Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other texts on same theme; other texts by same author; a personal connection the child makes; a connection the child makes to wider experiences). (D)	
6	Can explain how and why main characters act in certain ways, using evidence from the text. (D)	
7	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. (E)	
8	Understands the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together). (A)	
9	Can identify language the author has chosen to use to capture the reader's interest and imagination. (E)	
10	Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index. (R/A)	
11	Can read all the Y1/2 (P2/3) and some Y4/5 (P5/6) high frequency words. (READ)	
12	Is able to quote directly from the text to answer questions. (R)	
13	Is beginning to skim read texts to gather the general impression of what has been written. (R)	
14	Is beginning to scan texts to locate specific information. (R)	
15	Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin. (R)	
16	Can identify reasons for actions and events based on evidence in the text. (D)	
17	Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word. (D)	
18	Sometimes empathizes with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. (D)	
19	Can identify language the author has chosen to create images and build mood and tension. (E)	
20	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations). (A)	
21	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence. (D)	
22	Can sometimes use clues from action, description and dialogue to help establish meaning. (D)	
23	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act. (D)	
Total		

### Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 3  
 6–11 ticks = Developing (Oxford Levels 11/12)  
 12–19 ticks = Secure (Oxford Level 13)

20–23 ticks = Advanced (Oxford Level 14)  
 Assessment point: children with 21 or more ticks may be assessed against Standard 5.



## Standard 5: Year 4/Primary 5

Standard 5 can be used during both formal and informal observations of children as their learning progresses through Year 4/Primary 5. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 8–19).

By the end of Year 4/Primary 5, children should be able to:

- Independently apply a range of strategies to establish meaning from texts, including skimming and scanning for clues or evidence.
- Read aloud with intonation and expression, taking into account more sophisticated punctuation and presentational devices.
- Summarize and/or explain the main points of a text.
- Use knowledge of text structures to locate information.
- Refer to specific parts of a text in support of thoughts, ideas and opinions.
- Make simple inferences and interpretations based on clues from the text.
- Say how and why a writer has created an impact on the reader.
- Recognize and discuss the work of some well-known writers.

### Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference

Children are expected to be a Secure Standard 5 – reading at Oxford Level 15 – by the end of Year 4/P5 in order to meet the national expectations at the end of Key Stage 2.

'I'm not going to my grandma's house, though, am I?' Courtney said. 'I'm going to school. And if you don't get out of my way, the head teacher'll come looking for me.'

'Is she a poorly old head teacher?' asked the wolf hopefully. 'Are you taking her some goodies as she lies ill in bed?'

'No,' said Courtney. 'She's not even slightly ill. She's really, really healthy. And strong. And she hates wolves.'

'Look, shall we try again?' said the wolf. 'Maybe you could change your mind and go and see your poorly old grandma? After all,' it added disapprovingly, 'what sort of girl doesn't go and see her poorly old grandma, who's lying in bed all poorly and ... and poorly, and just waiting for some goodies to make her feel better before she gets gobbled up?'

Answer me that!'

Courtney gave the wolf another hard stare. She was good at hard stares. In fact, Courtney's hard stares were about the only thing that worked against Fraser Gribblethwaite, the class bully.

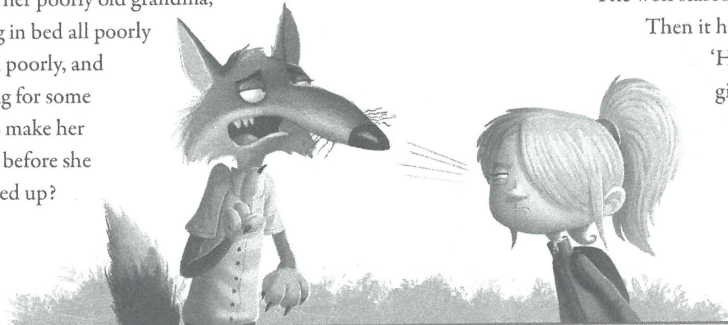
However, the wolf was – somewhat surprisingly – even less intelligent than Fraser Gribblethwaite, and didn't seem to notice that it was being given a hard stare.

'Look,' said Courtney. 'I'm *not* going to see my poorly old grandma – and even if I *was*, I wouldn't tell you, because you're a wolf. So could you just get out of my way?'

The wolf stared at her, perplexed.

Then it had an idea.

'Hello, pretty little girl,' it said. 'And where might you be off to on this fine morning?'







## STANDARD 5: Year 4/Primary 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Criteria	Evidence? (✓, X, ●)
1	Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... () – . (READ)	
2	Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary. (READ)	
3	Can skim read texts to gather the general impression of what has been written. (R)	
4	Can scan texts to locate specific information. (R)	
5	Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin. (R)	
6	Can summarize and explain main points in a text. (R)	
7	Can refer to the text to support opinions and predictions. (R/D)	
8	Can use clues from action, description and dialogue to help establish meaning. (D)	
9	Can read some Y4/5 (P5/6) high frequency words. (READ)	
10	Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction. (A)	
11	Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity. (A)	
12	Is able to quote directly from the text to support thoughts and discussions. (R)	
13	Can work out the meanings of ambitious words and/or phrases in context. (D)	
14	Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act. (D)	
15	Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)	
16	Can identify the point of view from which a story is told. (D)	
17	Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs. (E)	
18	Can identify the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary). (E)	
19	Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings. (E)	
20	Can discuss the work of some established authors and knows what is special about their work. (E)	
21	Is beginning to identify differences between some different fiction genres. (A)	
22	Is beginning to recognize how a character is presented in different ways and respond to this with reference to the text. (D)	
23	Can sometimes explain different characters' points of view. (D)	
24	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. (A)	
Total		

### Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 4  
 6–12 ticks = Developing (Oxford Level 14)  
 13–19 ticks = Secure (Oxford Level 15)

20–23 ticks = Advanced (Oxford Level 16)  
 Assessment point: children with 21 or more ticks may be assessed against Standard 6.



## Standard 6: Year 5/Primary 6

Standard 6 can be used during both formal and informal observations of children as their learning progresses through Year 5/Primary 6. A review of the evidence gathered and a summative assessment of each child is recommended once a term (see *How to Use the Oxford Reading Criterion Scale* on pages 8–19).

By the end of Year 5/Primary 6, children should be able to:

- Clarify the meaning of words in different contexts.
- Skim and scan texts efficiently to identify and retrieve information.
- Identify and discuss a range of fiction genres and share views and recommendations.
- Compare and discuss information and/or ideas within and across texts.
- Use inference and deduction to explore plot, character and mood and in more depth.
- Identify and discuss the use of imagery in texts.
- Justify and elaborate on thoughts and opinions, referring back to the text.
- Recognize and discuss the appeal of some classic texts.

### Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference

Children are expected to be a Secure Standard 6 – reading at Oxford Level 17 – by the end of Year 5/P6 in order to meet national expectations at the end of Key Stage 2.

Suddenly, a sound like distant thunder echoed through the water.

'What was that?' asked Cat.

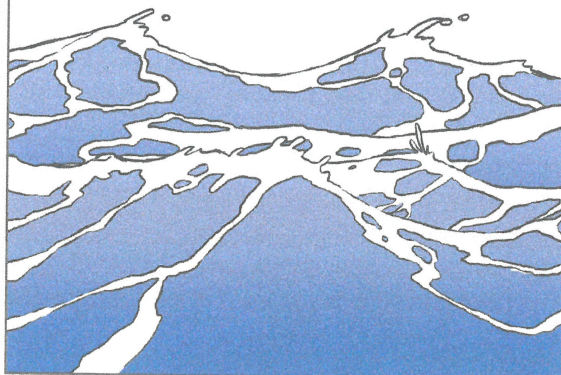
Ant winced. 'It sounded like some kind of sonic pulse.'

'It came from those creatures,' said Max.

'Or rather, from whatever it is they're pointing at the octopus.'

The creatures levelled their fearsome-looking spears at the octopus. The ends of the spears glowed menacingly.

There was another thunderous noise, and this time shockwaves rippled out from the spears and undulated towards the octopus.



The octopus tried to move out of the way, but it wasn't quick enough; the shockwaves caught it full on. Its great, bulbous body shielded the friends from the force of the blast. The creature tumbled through the sea as though it was caught in a whirlpool.

The octopus backed towards a jagged pile of rocks as the humanoid creatures approached it.

'It's retreating!' said Cat.

Then the octopus squeezed itself into a massive hole and, with an angry squirt of thick, oily ink, it disappeared.

'So long, sucker!' called Tiger. 'Get it ... sucker because of all its ...' Tiger saw the expression on his friends' faces. 'Never mind.'

Max turned his attention to the humanoid creatures as they started to move towards the four friends. The creatures had large shells on their backs. From the shells, a pipe led round to another shell on their heads, with a transparent area in front of the face.

'Amazing!' exclaimed Ant. 'They've got diving gear made from seashells and crystal. How cool is that?'

'The question is,' said Max, 'are they friendly?'





## STANDARD 6: Year 5/Primary 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Criteria	Evidence? (✓, X, ●)
1	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation. (READ)	
2	Can clarify the meaning of unknown words from the way they are used in context. (D)	
3	Can skim and scan to identify key ideas in a text. (R)	
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index. (R/A)	
5	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)	
6	Can summarize and explain the main points in a text, referring back to the text to support and clarify summaries. (R)	
7	Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc. (A)	
8	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. (D)	
9	Can identify the point of view from which a story is told. (D)	
10	Can compare and discuss the structures and features of a range of non-fiction texts. (A)	
11	Can discuss how an author builds a character through dialogue, action and description. (D)	
12	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world. (E)	
13	Can discuss how a text may affect the reader and refer back to the text to back up a point of view. (E)	
14	Can identify and discuss where figurative language creates images. (E)	
15	Can read all the Y4/5 (P5/6) high frequency words. (READ)	
16	Can infer and deduce meaning based on evidence drawn from different points in the text. (D)	
17	Can distinguish between fact and opinion. (E)	
18	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling. (D)	
19	Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence. (R/D)	
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes. (E/A)	
21	Can justify preferences in terms of authors' styles and themes. (E)	
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others. (R/A)	
23	Can identify why a long-established novel, poem or play may have retained its lasting appeal. (E)	
24	Can discuss the difference between literal and figurative language and the effects on imagery. (E)	
25	Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). (E)	
26	Can recognize some text features within some mixed-genre texts. (A)	
Total		

### Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 5  
 6–12 ticks = Developing (Oxford Level 16)  
 13–21 ticks = Secure (Oxford Level 17)

22–26 ticks = Advanced (Oxford Level 18)  
 Assessment point: children with 23 or more ticks may be assessed against Standard 7.





## Standard 7: Year 6/Primary 7

Standard 7 can be used during both formal and informal observations of children as their learning progresses through Year 6/Primary 7. A review of the evidence gathered and a more formal observation of each child is recommended once

a term (see *How to Use the Oxford Reading Criterion Scale* on pages 8–19).

By the end of Year 6/Primary 7, children should be able to:

- Work out the meaning of unknown words using a range of strategies.
- Read aloud with appropriate pace and expression.
- Retrieve information from within and across texts to support ideas and opinions.
- Understand and explain how point of view impacts on the reader.
- Confidently infer and deduce meaning based on evidence from the text and using wider knowledge and experience.
- Identify and explain the different structural devices and features a writer has used.
- Comment on the success – or otherwise – of a text in achieving the writer’s intention, referring to both structure and language choices.
- Evaluate the relative importance of characters, events or information in a text.

### Key to Reading Skills

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference

Children who are a Secure Standard 7 – reading at Oxford Level 19 – by the end of Year 6/P7 should meet the national expectations at the end of Key Stage 2.

### Chapter Five

That afternoon Sancho set off for his isle. Amongst his retinue of servants was the man who'd pretended to be the Countess Trifaldi's bearded chaperone.

Sancho noticed the resemblance and resolved to keep an eye on him.

Sancho didn't actually know what an isle was, so it didn't strike him as odd that there was no water surrounding the town where he was taken. He was received with cheers and banners saying: *Long live Governor Don Sancho Panza!*

'Oh, I'm not a don,' said Sancho. 'Plain Sancho, that's me. Who are these two old men?'

'They've come for your judgement,' said the-man-who-looked-like-the-bearded-chaperone. 'The way you decide between them will show the people how wise you are.'

'Well, I'll do my best,' said Sancho. 'What's the matter?'

'Lord Governor,' said the first old man. 'I lent this man some money, but now he's saying he's already given it back.'

'I have, too!' said the other old man. 'And I'll swear to it!'

He gave his stick to the first old man to hold, grasped the governor's staff, and swore on his very life that the money had already been repaid.

The first old man was quite crestfallen. 'Well, I can't remember anything about it,' he said. 'But there, if he's

sworn on his life, well, that's that.'

Then the second old man took back his stick and hobbled away as fast as he could.

Sancho sat pondering for a while, and then suddenly ordered the man with the stick to be brought back.

'Split open his stick!' he said: and there, inside the stick, was the borrowed money.

Well, after that the people revered Sancho as the wisest of men – which he would have been if he'd worked out the scam by himself. Actually, though, the priest at home had told him a similar story a little while before.

That evening Sancho was shown to his palace, where waiting for him was a table piled with food. He even had his very own doctor to care for him.

Sancho reached hungrily for some fruit, but the doctor tapped the fruit bowl and a servant whisked it away before Sancho could take anything.

The same thing happened with the veal and the partridges.

At that point Sancho demanded to know what on earth was going on.

'Lord Governor,' said the doctor. 'I cannot let you eat anything that might hurt you.'

'Well, how about the rabbit?'

'Meat from a furred animal? Definitely not. In fact all I can allow is a very small quantity of quince jelly.'



## STANDARD 7: Year 6/Primary 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Criteria	Evidence? (✓, X, ●)
1	Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context. (D)	
2	Can read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account. (READ)	
3	Can confidently skim and scan non-fiction texts to speed up research. (R)	
4	Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications. (R/D)	
5	Can recognize text features within mixed-genre texts. (A)	
6	Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc. (A)	
7	Can identify the point of view of some texts and how this impacts on the reader. (D/E)	
8	Can summarize information from different points in the same text or across a range of texts. (R)	
9	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. (R)	
10	Can use quotations and text references to support ideas and arguments. (R/D)	
11	Can explain a character's motives throughout a text and use evidence from the text to back up opinions. (D)	
12	Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. (D)	
13	Can recognize which character the writer wants the reader to like or dislike. (E/D)	
14	Can identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas. (D)	
15	Can comment on the success of a text providing evidence that refers to language, theme and style. (E)	
16	Can recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery). (E)	
17	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story). (D)	
18	Can investigate texts to confirm and justify reasoned predictions and opinions. (R/D)	
19	Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development or flash backs/flash forwards; in non-fiction, looking at how a writer organizes information so that the reader can compare/contrast ideas, and devices and decisions the writer has made in multi-genre texts). (A)	
20	Can evaluate relationships between characters, (e.g. how characters behave in different ways as they interact with different people and/or different settings and consider the relative importance of these instances when evaluating a character's actions) referring back to the text to support thoughts and judgements. (D)	
21	Can explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader. (E)	
22	Can unpick the details of the different layers of meaning in texts, e.g. children use language to discuss texts such as: "This could be interpreted as ..."; "On the other hand ..."; "Perhaps the writer is suggesting ..."; "One way of looking at this is that ... whilst another could be ...". (D)	
Total		

### Assessment score

0–5 ticks = not yet working at this Standard; review against Standard 6  
6–11 ticks = Developing (Oxford Level 18)

12–19 ticks = Secure (Oxford Level 19)  
20–23 ticks = Advanced (Oxford Level 20)