

## Reading Rubric – Year 1&2

Levels and descriptors	Current Level	Purpose of feedback	Current Level	Purpose of feedback	Current Level	Purpose of feedback	Current Level
	Well below the national standard <i>Shows lack of understanding of the key concepts covered in the session</i>	<i>Seeking clarification At this level most feedback will be purely functional because they need to acquire the basic knowledge base-verbal feedback and reteaching is the best approach</i>	Below the national standard <i>Shows basic understanding but pupils are not linking their ideas together. They can carry out operations/ tasks but do not show an understanding of why or how things work</i>	<i>Building ideas At this level feedback will be mostly functional to address basic errors in understanding however you also need to begin to help them make links between the ideas</i>	Towards the national standard <i>Shows good understanding of the key learning, they can explain how they have done something and some reasons but they are not using any prior knowledge and only giving limited examples</i>	<i>Adding, combining and evidencing Their functional knowledge should be increasingly secure and they should now be thinking about using and applying their ideas</i>	At the national standard <i>They can use the key learning with confidence, explain how and why they have done something, give examples beyond their current work and are beginning to be able to justify their ideas</i>
<b>Word Reading</b> This means the basic use of the letter sounds and sight reading of common words.	I: Struggle to read simple CVC words Cannot yet use my phonics knowledge consistently to decode words	<i>Can you: Say the first sound/middle/ last sound Break it down into ... Use the picture to help you work it out Etc</i>	I can: Read words with a conventional pattern based on my phonics Read some frequently used words Sound out new and unfamiliar words with help from an adult Quickly read my given letters or groups of letters.	<i>Can you: See a pattern See if it is similar to other words Read the whole sentence – what do you think it might say  Practice reading these words.</i>	I can: Read most words on my list words quickly and accurately. Sound out new and unfamiliar words without help from an adult Read accurately by blending together the sounds I know and can recognise sounds within a word. Read words with two or three syllables.	<i>Can you: Explain what you could use to help you work it out  Explain how you could find out  Explain why you think that</i>	I can: Read fluently without sounding out and blending because I know how to sound out all parts of a word. Read words with common word endings, such as -ing and -ed. Read most of the unusual words from our word lists.

<p><b>Understand vocabulary</b> This means understanding the words they are reading and in particular the meaning of words that are new to them. It also means learning to use the meaning of a sentence to work out what a word is</p>	<p><b>I can:</b> Talk about what I have read  With support say what I think a word means</p>	<p><i>Can you:</i> <i>Use the pictures to help you</i>  <i>Find this word in the text</i></p>	<p><b>I can:</b> Talk about what I have read and know some key words in the text Ask for help when I don't know the meaning of a word Discuss what words mean using clues from the book</p>	<p><i>Can you:</i> <i>Underline words that you don't understand</i>  <i>Identify a new word</i>  <i>Use clues from the story to say what you think a word might mean</i></p>	<p><b>I can:</b> Sometimes use the context of a word within the text to work out its meaning Talk about what I have read to increase my understanding of the text Use a dictionary with support to check the meaning of new words</p>	<p><i>Can you:</i> <i>Say what you think it means and why</i>  <i>Describe how to look something up in a dictionary – what do you need to look at first</i>  <i>... and then</i></p>	<p><b>I can:</b> Discuss the meaning of words using the clues in a text. Confidently tell you my favourite words and phrases from my reading. Use a dictionary to check the meaning of new words. Recognise similarities between words I know and new words</p>
<p><b>Retrieve and summarise</b> This means to remember key facts and details of a story or some information and be able to talk about it in their own words</p>	<p><b>I can:</b> Use the pictures and identify some key words to find facts in an information book Explain what has happened in a story someone has just read to me. Take turns to listen and discuss when I am in a group.</p>	<p><i>Can you:</i> <i>Say what the picture shows</i> <i>Find a key word in the text</i>  <i>Draw a picture to show what you have learned about ....</i></p>	<p><b>I can:</b> Use the pictures and text in a non-fiction book to find out something new  Recall what happened in the story  Discuss what I think about a story I have read or heard</p>	<p><i>Can you:</i> <i>Find which page has information on...</i> <i>Indicate which sentence tells you about this</i>  <i>Tell me what XX says/does when XX happens</i> <i>Explain what is happening in the picture</i></p>	<p><b>I can:</b> Retrieve and record key facts from a non-fiction book using the pictures and text Answer simple questions that relate directly to the text Identify and list some of the main ideas in a book Discuss the titles and events from books I read. Discuss special stories we have worked on and re-tell them to my teacher.</p>	<p><i>Can you:</i> <i>Draw a picture to show how.....</i> <i>List some new facts that you have learnt about...</i> <i>Draw a series of pictures (storyboard) to show what happened in the story</i> <i>Explain what happened when ....</i></p>	<p><b>I can:</b> Retrieve and record information from non-fiction books. Sequence events in a book and explain how they are linked Listen, discuss and say what I think about poems, stories and non-fiction books I have read. Discuss some special stories we have worked on in class and re-tell them in my own words</p>

<p><b>Infer</b> This means to be able to understand what people are thinking and the reasons why they act in a particular way even though the author may not always explain it fully</p>	<p><b>I can:</b> Recall the names of some of the characters and something that happened in a story someone has just read to me.</p>	<p><i>Can you:</i> <i>Find the names of the characters in the text</i> <i>Draw a picture of the character</i> <i>Sequence the key events with pictures from the text</i></p>	<p><b>I can:</b> Recall the name of some of the characters  Describe something that happened</p>	<p><i>Can you:</i> <i>Identify the main character</i> <i>Explain why you think that happened</i></p>	<p><b>I can:</b> Identify the main character Tell you about why a character does or says some things Explain why something happened in the story</p>	<p><i>Can you:</i> <i>Identify all the main characters</i> <i>Describe each character</i> <i>Give an example of how their behaviour effects the story</i></p>	<p><b>I can:</b> Sometimes explain why certain things happen in a book or why a character says or does the things they do. Understand the books I can read and check they make sense.</p>
<p><b>Predict</b> This means I can use my understanding of the events in a story (the plot) to consider what might happen next, or to a particular character or at the end of the story – it is not guessing but using evidence to form a view</p>	<p><b>I can:</b> Say what I think will happen next but I cannot say why I think that</p>	<p><i>Can you:</i> <i>Find any clues to help you guess what is going to happen</i></p>	<p><b>I can:</b> <b>Use the pictures and text to guess what happens next</b></p>	<p><i>Can you:</i> <i>Tell me what you think will happen next</i> <i>Explain why you think that</i></p>	<p><b>I can:</b> Predict what happens next based on what I have read so far.</p>	<p><i>Can you:</i> <i>Explain what you think will happen next</i> <i>Explain why you think that</i></p>	<p><b>I can:</b> <b>Predict what might happen and justify the reason for my prediction</b></p>
<p><b>Structure and</b></p>	<p><b>I can:</b></p>	<p><i>Can you:</i></p>	<p><b>I can:</b></p>	<p><b>Can you:</b></p>	<p><b>I can:</b></p>	<p><i>Can you:</i></p>	<p><b>I can:</b></p>

<p><b>organisation</b> This means how the book is organised so it is about the type of book (genre for example and adventure story) and also the plot or main events and in non-fiction books it's about how to find the information you need using the contents, index and glossary</p>	<p>When reading with an adult understand a story</p> <p>Describe a story I have enjoyed</p> <p>Learn a simple rhyme</p>	<p><i>Tell me what happened</i></p> <p><i>Explain what type of story this is</i></p> <p><i>Explain why you enjoyed that story</i></p>	<p>Understand the books I can read. Describe some of the key features of a book including title, author, page number etc. Identify a non-fiction book I can tell you of similar things that have happened to me. Learn some rhymes or poems.</p>	<p><i>Tell me why the title and cover of the book are important</i></p> <p><i>Tell me what sort of book this is</i></p> <p><i>Explain why you think this is an information book</i></p> <p><i>Tell me what sort of stories you enjoy – can you say why</i></p>	<p>Check what I am reading makes sense as I am reading it. Discuss what I have read, including poems, stories and non-fiction books Choose a book to give me the information I need Describe some of the features of a poem Enjoy finding out information from non-fiction books Say out loud a number of poems I have learnt.</p>	<p><i>Describe how the book's cover helps you select a book to read</i></p> <p><i>Describe the features of a non-fiction book that will help you find out the information you need</i></p> <p><i>Explain what we mean by rhyming in poetry.</i></p> <p><i>Describe the types of books you enjoy most and explain why</i></p>	<p>Distinguish between different types of non-fiction texts to enable me to choose from a range of books to give me the information I require Distinguish between different types of poetry Identify different themes in a range of books I have read Answer and pose questions about what I have read. Recite a poem from memory</p>
<p><b>Engagement</b> This means thinking about yourself as a reader – what do I enjoy and why. What else could I read that is similar or different?</p>	<p>I can: Enjoy being read to and like to look at books</p> <p>Take turns when reading</p>	<p><i>Can you: Say why you like this story</i></p> <p><i>Find another book that is similar</i></p>	<p>I can: Answer simple questions about the story Enjoy reading with an adult who can help me with difficult words</p> <p>Read a book again and recall the main ideas</p>	<p><i>Can you: Read it again to make sure it makes sense</i></p> <p><i>Think of a question about the story</i></p> <p><i>Explain why you like this story</i></p> <p><i>Try to read this again on your own</i></p> <p><i>Find another book with the same....</i></p>	<p>I can: Enjoy being read to and read with an adult Take turns when talking about a book Select books that interest me</p> <p><b>Check what I am reading makes sense by talking about it</b></p> <p>Ask questions to help me understand Re-read my books so that I become a better reader</p>	<p><i>Can you: Explain why you chose this book</i></p> <p><i>Describe the best part of the story</i></p> <p><i>Read it on your own</i></p> <p><i>Tell me what happened when....</i></p> <p><i>Say if you agree with ....</i></p> <p><i>Explain why he/she/they did that</i></p> <p><i>Help him / her with that word</i></p>	<p>I can: Enjoy reading alone and to adult Take turns when discussing books Demonstrate that I have understood Select books that interest me and explain why</p> <p><b>Check what I am reading makes sense and go back and correct myself if it does not</b></p>
<p><b>Experiential</b></p>	<p>I can:</p>	<p><i>Can you:</i></p>	<p>I can:</p>	<p><i>Can you:</i></p>	<p>I can:</p>	<p><i>Can you:</i></p>	<p>I can:</p>

<p><b>learning</b> This means do I understand the setting for this story and in non-fiction do I understand where these facts fit into what I know already</p>	<p>Identify a familiar place from a picture Draw a picture of a familiar place</p>	<p><i>Name some of the things I can see in the picture</i>  <i>Explain the features you have included in your drawing</i></p>	<p>Identify familiar places from pictures  Draw pictures to show some of the things I have seen  Say how I feel in a situation</p>	<p><i>Say where this is</i> <i>Add some labels to show the main features</i> <i>Explain why you feel like that</i> <i>Describe what you might say if .....</i></p>	<p>Describe different settings in books I have read Say how I feel in different situations Describe different emotions Act out a response to a given situation</p>	<p><i>Say what is special or distinctive about this setting or place</i> <i>Explain how the setting affects how you feel</i> <i>Explain how you might behave if you felt like that</i> <i>Explain how you can show that feeling</i> <i>Describe what you might say to .... In that situation</i></p>	<p>Recognise and describe a range of different features in a setting Describe how I might feel different in different places or situations Act out the feelings of a character in a given setting or situation</p>