

The Word Reading KPIs

The Word Reading KPIs are:

| | KPI | Guidance on Assessment |
|-----|--|---|
| WR1 | Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | Attainment of all of the Word Reading KPIs can be determined through RWI assessments. To be deemed at age related by the end of Year Two, pupils should be at group 'I' or 'J' of the RWI programme (on Grey RWI books or beyond, i.e. off the RWI programme). |
| WR2 | Reads accurately words of two or more syllables that contain the same graphemes as above. | |
| WR3 | Reads most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | If using book bands or reading schemes, Year Two pupils will be deemed at age related expectations (ARE), at the end of the year, if they are able to read the following accurately, automatically and without undue hesitation: <ul style="list-style-type: none"> - Book Bands Gold or above - Accelerated Reader Level 1.9 or above - Oxford Reading Tree level 9 or above |
| WR4 | Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | |
| WR5 | Re-reads these books to build up their fluency and confidence in word reading. | |
| WR6 | Reads most words containing common suffixes. | |
| WR7 | Reads most common exception words. | If using reading age tests, pupils will be deemed at ARE at the end of Year Two if they have a reading age of 7.0 or above. |
| WR8 | Check that the text makes sense to them as they read and correcting inaccurate reading. | |

Due to the systematic and rigorous teaching of the RWI phonics programme, the assessment of the Word Reading KPIs is already happening on an on-going basis in all our Ark schools and it is relatively straight forward to demonstrate a pupil's attainment of these. Other reading schemes and reading age tests (as detailed above) can also be used to support Word Reading judgements.

The Comprehension KPIs

Evidence of meeting the Comprehension KPIs is more complex than the Word Reading KPIs. This is where the key assessment questions come in. They are designed to support teachers in making judgements as to whether a pupil has not achieved, achieved, or mastered, a KPI.

The Comprehension KPIs for Y2 are:

| KPI | | Area(s) of Comprehension |
|---|---|--------------------------|
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: | | |
| C1 | listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read | Application |
| C2 | discussing the sequence of events in books and how items of information are related | Analysis |
| C3 | becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales; so they are able to retell them | Summarising |
| C4 | being introduced to non-fiction books that are structured in different ways | Knowledge |
| Understand both the books that they can already read accurately and fluently and those that they listen to by: | | |
| C5 | answering questions | Deduction & Inference |
| C6 | predicting what might happen on the basis of what has been read so far | Prediction |
| C7 | participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say | Speculative Thinking |

Each of the Comprehension KPIs links to a different area of comprehension (listed on the right hand side). Currently, the KPIs are quite broad and difficult to assess. What follows is each KPI broken down into child friendly reading targets, along with a bank of assessment questions to assess if pupils have met those reading targets, or not.

KPI Assessment Questions

| KPI | | Area of Comprehension |
|---|--|-----------------------|
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: | | |
| C1 | listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read | Application |
| Child Friendly Reading Targets | | |
| <ol style="list-style-type: none"> 1. I can say whether I liked a story or not. 2. I can explain what a book made me think or feel. 3. I can give reasons why I do or don't like a story/poem/book. 4. I can back up my reasons by giving examples from the text. 5. I can give opinions about characters and explain why I feel about them the way that I do. 6. I can explain the most important parts of the story. 7. I can say which story I preferred and why. 8. I can discuss what I have learned from a story. 9. I can discuss how the story links to real life. 10. I can recommend books I like to friends and discuss why they should read them. | | |
| Lower Order Application Questions | | |
| <p>What did you think of the story?</p> <p>Did you enjoy it? Why/why not?</p> <p>Pretend we haven't yet read the book. Can you tell me why we should buy this book?</p> <p>What would X (character in story) choose to do if they came to our school?</p> <p>What would you do with X (an object from the story)?</p> <p>What have you learned from this story?</p> <p>With a partner can you act out any part of the story?</p> <p>What does this story make you think?</p> <p>Can you draw a (character/place in the story) and add labels using words from the story?</p> <p>Pretend you are X (character from the story). Tell me all about yourself.</p> | | |
| Middle Order Application Questions | | |

If you were to recommend this book to someone, what would you say?

What would X (character from story) choose NOT to do if they came to our school?

Choose 2 objects from the story and tell me what you would do with them. Why?

What have you learned from this story and what does it make you want to do?

With a partner, can you mime the most important part of this story?

Did the story give you any new ideas about yourself? What did it make you think?

Can you draw a character and a place from the story and add labels using words from the story?

Pretend you are X (character from the story). Tell me the three most important things about yourself and why they are important.

Higher Order Application Questions

Persuade me to buy this book (don't forget to use persuasive language techniques!)

If X (character from book) visited our school, what would you do with them and say to them? Why?

What object in the book is most important? Can you talk for 2 minutes about the object and explain why you think it is the most significant/important?

How would you apply something you have learned from the story in the real world?

Can you draw the key character and add phrases from the text as labels?

Assume the role of the protagonist. Explain your actions in the story.

How does this story relate to your life?

Can you turn a scene from the story into a playscript?

KPI

Area of Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

C2

discussing the sequence of events in books and how items of information are related

Analysis

Child Friendly Reading Targets

1. I can explain how the story started.
2. I can explain how the story ended.
3. I can list the main events in the story.
4. I can sequence the main events in the correct order.
5. I can compare characters
6. I can discuss how the plot of the story is similar to others I have read
7. I can discuss the problem or dilemma in the story.

Lower Order Analysis Questions

Why did the story start like that?

With a partner can you write a 5 sentence plot skeleton of this book?

What is the main event that happens in this story?

Can you tell me about a problem that happened in the story?

How is X (character from story) the same as X (different character from same story)?

Can you think of any stories you have read with similar plots?

How did the story end? Why?

Middle Order Analysis Questions

Why did the author begin the story in that way? Can you give me two or three reasons why you think that?

Can you write a 10 sentence plot skeleton of the story?

What are the 3 main events that happen in this story?

Why did the author choose to include X (a dilemma in the story)?

How is X (character from story) the same as X (character from story) and how are they different?

Describe how this plot is similar to X.

Talk for 2 minutes about the choice and effectiveness of the dilemmas in the story.

Why did the author choose to end the story in that way? Can you give me 2 or 3 reasons why you think that?

Higher Order Analysis Questions

Why did the author choose to open the story in such a way? Why did he/she not choose another form of opening?

Can you explain the significance of the main events in the story?

Compare and contrast X (character/setting in story) with X (character/setting in a different story). How are they alike and how are they dissimilar?

Compare and contrast this plot with X. How are they similar and how are they different?

Why did the author choose to end the story in such a way? Why did he/she not choose a different ending?

KPI

Area of Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

| | | |
|----|--|-------------|
| C3 | becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales; so they are able to retell them | Summarising |
|----|--|-------------|

Child Friendly Reading Targets

1. I can recall what happened in the story.
2. I can remember the important events of the story.
3. I can describe the characters in the story.
4. I can use fairy tale language (where appropriate) to retell a story.
5. I can describe where the story took place.
6. I can explain when the story took place.
7. I can explain what kind of story it is.

Lower Order Summarising Questions

Tell me 3 things you can remember about the story.

Name 3 characters in the story and tell me something about each of them.

Who is your favourite character? Why?
 Where did the story take place?
 List 5 good/interesting words in the book.
 When did the story take place?
 What goes wrong in the story?
 Can you draw a story map of the story?
 Tell me about the cover of the book.

Middle Order Summarising Questions

Tell me 3 important things you can remember about the story. Tell me why you think they're important.
 Name 3 characters in the story and tell me the most important thing about each of them.
 Where did the story start and where did it end?
 Which key words do you remember from the story and why do you remember them?
 Tell me about the time when the story took place.
 What problems occur in the story?
 Can you create a timeline of the key events in the story?
 What other books has the author written?

Higher Order Summarising Questions

Name an important aspect of the story. Explain why you have chosen it.
 Who is the protagonist? Can you use excerpts from the text when answering this?
 Can you describe a key location in the story? If possible, refer to a range of senses – don't just tell me what it looks like!
 Which words in the story are most powerful and why?
 What time period does the story cover?
 Can you create a timeline of the key events in the story and label them?
 Do the cover illustrations and blurb tell you anything about the contents of the book?

KPI

Area of Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

| | | |
|----|---|-----------|
| C4 | being introduced to non-fiction books that are structured in different ways | Knowledge |
|----|---|-----------|

Child Friendly Reading Targets

1. I can explain the difference between fiction and non-fiction.
2. I can use a contents page to locate information quickly.
3. I can explain what a glossary is.

4. I can use a glossary.
5. I can explain what an index is and where it is located.
6. I can use an index to locate information quickly.
7. I can explain the features of an information book.
8. I can use an information book to find information to answer questions.

Lower Order Knowledge Questions

- Explain what fiction means.
- Explain what non-fiction means.
- Tell me about the cover of the book.
- What is a contents page? Where would you find it?
- What is a glossary? Where is it?
- What is an index? Where would you find it?
- Can you name 3 features of a non-fiction book?
- How would you find X?

Middle Order Knowledge Questions

- Explain what fiction means and give an example.
- Explain what non-fiction means and give an example.
- What type of book cover might you expect to find on a non-fiction book?
- What would you expect the blurb to say on a non-fiction book?
- How is the contents page helpful?
- How is the glossary helpful? What would you expect to find in a glossary? How is a glossary ordered? Why?
- What does an index do?
- Can you name 3 features of a non-fiction book and explain what they do?
- What would be the quickest way to locate X?

Higher Order Knowledge Questions

- Explain what fiction means, give an example and explain the features you might find in different fiction genres.
- Explain what non-fiction means, give an example and explain the features you might find in non-fiction books.
- Can you design a front cover for a non-fiction book?
- Can you write a blurb for a non-fiction book?
- What would happen if there wasn't a contents page /index/glossary?
- What would be the impact on the reader if the contents page/index/glossary didn't exist?
- How quickly can you locate X? What method did you use? Was it the most effective? How do you know?

| KPI | | Area of Comprehension |
|--|---------------------|-----------------------|
| Understand both the books that they can already read accurately and fluently and those that they listen to by | | |
| C5 | answering questions | Deduction & Inference |
| Child Friendly Reading Targets | | |
| <ol style="list-style-type: none"> 1. I can explain what genre of book it is and how I know. 2. I can explain which character actions I did, and didn't, like and say why. 3. I can explain how a character is feeling and back it up with evidence from the text. 4. I can answer questions about the plot. 5. I can answer questions about the setting. 6. I can discuss the author's use of language and the impact it has on the reader. | | |
| Lower Order Deduction & Inference Questions | | |
| <p>What kind of book is this? Tell me why you think this.</p> <p>Did anyone do anything you liked? Tell me why you liked it.</p> <p>Did anyone do anything you didn't like? Tell me why you didn't like it.</p> <p>Tell me three things that happened in order.</p> <p>Tell me about something that went wrong (a problem) in the story and how it was solved.</p> <p>How is a character feeling? How do you know?</p> <p>Tell me about a place in the story. What is interesting about it?</p> <p>Tell me some good (effective) words in the story. What makes them good?</p> <p>Tell me something you knew about the book before you read it</p> | | |
| Middle Order Deduction & Inference Questions | | |
| <p>Using the cover and skimming through the text, can you tell me as much as possible about the kind of boom this is?</p> <p>Tell me about some important good (positive) things the characters did. Why do you think these are important?</p> <p>Tell me about some important bad (negative) things a character did. Why do you think these are important?</p> <p>Tell me three things that happened at the start of the story/chapter in order. Tell me three things that happened at the end of the story/chapter in order.</p> <p>Order some of the problems in the story from minor to major.</p> <p>Explain how a character is feeling using evidence from the text.</p> <p>How did the setting make the story more interesting?</p> <p>Which words and phrases were most effective when describing the setting?</p> | | |
| Higher Order Deduction & Inference Questions | | |
| <p>Can you tell me the genre that you think this book wild be? What makes you think that?</p> <p>Were the actions of any of the characters ones you agreed with? Tell me why you agreed with them.</p> <p>Were any of the actions ones you disagreed with? Tell me why you disagreed with them.</p> | | |

In your own words, talk for three minutes about the major sequential events in the story.

In your own words tell me about the major dilemma in the story. Why do you feel it is crucial?

Analyse the author's language use to explain how he/she depicts the feelings of the character. Is it effective? Why/why not?

Describe techniques the author used to convey a sense of place.

Describe the author's use of language. Why was it effective (or not)?

| KPI | Area of Comprehension |
|-----|-----------------------|
|-----|-----------------------|

Understand both the books that they can already read accurately and fluently and those that they listen to by

| | | |
|----|--|------------|
| C6 | predicting what might happen on the basis of what has been read so far | Prediction |
|----|--|------------|

Child Friendly Reading Targets

1. I can predict what the story might be about by looking at the cover and title.
2. I can predict what might happen next and explain why I think that.
3. I can predict the types of characters in the story and what their actions might be.
4. I can make predictions about the setting in the story.
5. I can make predictions about the type of language that might be used in the story.

Lower Order Prediction Questions

- (After talking about the cover) How do you think the story will start?
- Using the story's title as a clue, what do you think the story will be about?
- What do you think will happen next?
- What do you think will happen in the middle of the story?
- What kind of words do you think the author will use?
- What kind of places will there be in this story?
- What kind of people will there be in the story?
- Tell me one thing you think will happen in the story.
- What kind of sentences do you think the author will use?

Middle Order Prediction Questions

- (After talking about the cover) what do you think the first words in the story will be?
- From the title, what do you think will happen in the story?
- What do you think will happen immediately after this and how will it affect the story?
- Can you predict what will occur later in the story?
- Why kind of fairy tale (substitute as appropriate) language do you think the author will use?
- Where do you think the story will start and end?

Can you list the kind of characters you think we'll meet in the story?

What do you think won't happen in the story?

What kind of sentences do you think the author will use and why?

Higher Order Prediction Questions

(After talking about the cover) What kind of opening do you think the author will choose?

Using only the title, can you predict the plot of the book?

What do you think the author will reveal and how will it shape the rest of the plot?

What dilemmas might the character face throughout the story?

Can you name some genre related words and phrases that you think the author might use?

What range of locations do you think the author will include in the story?

What kind of traits do you think the key characters will have?

How likely do you think X is?

Name some sentence types you think the author will use next. Why do you think they will use them?

KPI

Area of Comprehension

Understand both the books that they can already read accurately and fluently and those that they listen to by

| | | |
|----|---|----------------------|
| C7 | participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say | Speculative Thinking |
|----|---|----------------------|

Child Friendly Reading Targets

1. I can discuss how, if the character had made different choices, the story would have changed.
2. I can explain changes I would make to improve the story.
3. I can suggest alternatives ways in which the story could have started/ended.
4. I can discuss what I would change and why.
5. I can discuss how the plot would change if characters acted differently.

Lower Order Speculative Thinking Questions

Where could X have gone instead?

What could X have done instead?

What would you like to change about the story?

Find a word you would change. What would you like to change it to?

If you could change one thing in the story, what would it be?

How could you make this story even better?

How would you have improved the description of X (setting or character from the story)?

What if you could change the start/ending? What would you write?

Middle Order Speculative Thinking Questions

Who else could have done X (event from the story)?

What are the range of ways that this story could have ended?

What are the range of ways in which this story could have started?

If we made X (character from the story) do Y (something totally different from what actually occurs) what would happen next?

What would be the best way to improve the story?

How could you make the story worse?

If we changed the genre to X what would change?

Higher Order Speculative Thinking Questions

How could the writer have made the plot more gripping?

What could the author have done to improve the passage you've just read?

How could some of the sentences have been improved?

What range of settings could we find in this genre of book?

What range of dilemmas could occur in this genre of book? Which would have been most effective in this story?

If the story was turned into a play, what would change?

If X (character) had chosen to do X (something totally different) then how would the plot change?

If the good characters were evil and the evil characters were good, how would this alter the story?

If the story had been in X (different time period) how would this alter the story?