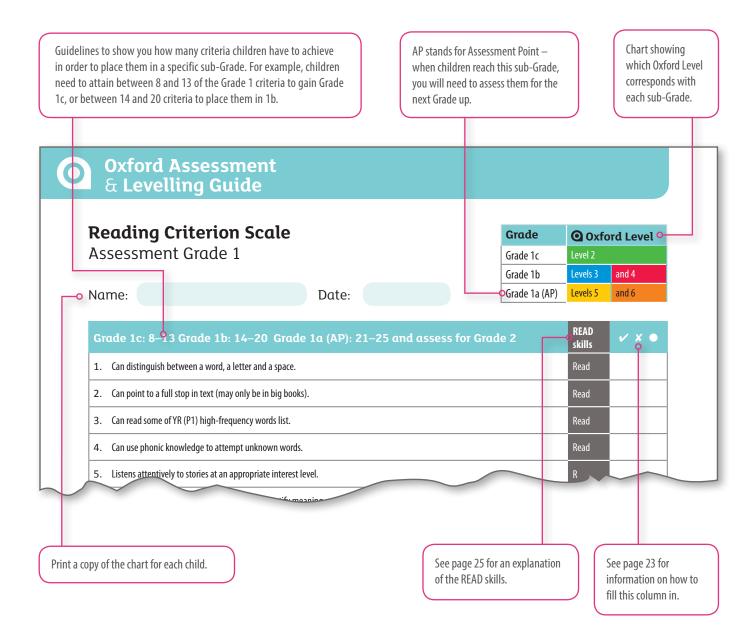## The Reading Criterion Scale charts

On the next pages, you will find the Reading Criterion Scale for each Grade from Emergent to Grade 6. See pages 22 to 29 for detailed information on how to use these scales to assess children's reading. The facsimile below gives a quick summary of the key features of each scale.

Guidelines to show you how many criteria children have to achieve in order to place them in a specific sub-Grade. For example, children need to attain between 8 and 13 of the Grade 1 criteria to gain Grade 1c, or between 14 and 20 criteria to place them in 1b.

AP stands for Assessment Point — when children reach this sub-Grade, you will need to assess them for the next Grade up.

Chart showing which Oxford Level corresponds with each sub-Grade.

Reading Criterion Scale
Assessment Grade 1

Grade	Oxford Level	
Grade 1c	Level 2	
Grade 1b	Levels 3	and 4
Grade 1a (AP)	Levels 5	and 6

Name: _____   Date: _____

Grade 1c: 8–13 Grade 1b: 14–20 Grade 1a (AP): 21–25 and assess for Grade 2	READ skills	✔ ✘ ●
1. Can distinguish between a word, a letter and a space.	Read	
2. Can point to a full stop in text (may only be in big books).	Read	
3. Can read some of YR (P1) high-frequency words list.	Read	
4. Can use phonic knowledge to attempt unknown words.	Read	
5. Listens attentively to stories at an appropriate interest level.	R	

Print a copy of the chart for each child.

See page 25 for an explanation of the READ skills.

See page 23 for information on how to fill this column in.

Reading Criterion Scale
Assessment Emergent Grade

Grade	Oxford Level
Emergent	Level 1
Emergent +	Level 1+

Name:

Date:

Emergent: 0–14 Emergent +: 15–26 and assess for Grade 1	READ skills	✔ ✗ ●
1. Can respond to familiar rhymes and stories.	Read	
2. Can turn pages, holding the book the right way up.	Read	
3. Can handle books carefully.	Read	
4. Can look at books independently.	Read	
5. Can recognize familiar words and signs (*e.g. their own name; advertising logos*).	Read	
6. Can gain simple meaning by using illustrations, when not yet able to read the text.	D	
7. Can state simple likes/dislikes about familiar texts.	E	
8. Can retell an event in a story or information from a non-fiction text (may only be brief).	R	
9. Can sit attentively and listen to stories (at age appropriate level).	Read	
10. Shows curiosity about content in stories (*e.g. may begin to discuss content and answer basic questions about a story e.g. How? Why?*).	D	
11. Can understand the terms book, cover, beginning, middle, end, page, word, letter, line.	Read	
12. Can point to the correct word when 'reading' simple texts from memory.	Read	
13. Knows that text runs from left to right and top downwards in English.	Read	
14. Knows the sounds of most of the letters of the alphabet (e.g. Phase 2 *Letters and Sounds* or equivalent).	Read	
15. Can identify initial sounds in familiar words (*e.g. words exemplified in YR (P1) year high-frequency word list*).	Read	
16. Can blend CVC words (*e.g. bag, log, rip*).	Read	
17. Can use their knowledge of letter/sound correspondences to help them read simple unknown words.	Read	
18. Can begin to use the meaning of simple unfamiliar stories to make predictions (*e.g. suggest how a story might end*).	D	
19. Can begin to recognize language patterns in stories, poems and other texts.	Read	
20. Is beginning to read some high-frequency words from YR (P1) word list.	Read	
21. Can use pictures to predict what is happening in a story.	D	
22. Can use phonic knowledge at current level to attempt unknown words.	Read	
23. Can put the important parts of a story that is known to the reader in order.	R	
24. Can talk about the main points/key events in a text (*e.g. main story setting, events, principal character*).	R	
25. Can use story language when retelling or creating stories, either orally or in writing.	R	
26. Knows that information can be retrieved from different sources of information such as books, posters and computers.	R	

Reading Criterion Scale
Assessment Grade 1

Grade	⊙ Oxford Level	
Grade 1c	Level 2	
Grade 1b	Levels 3	and 4
Grade 1a (AP)	Levels 5	and 6

Name: _____   Date: _____

Grade 1c: 8–13 Grade 1b: 14–20 Grade 1a (AP): 21–25 and assess for Grade 2	READ skills	✔ ✘ ●
1. Can distinguish between a word, a letter and a space.	Read	
2. Can point to a full stop in text (may only be in big books).	Read	
3. Can read some of YR (P1) high-frequency words list.	Read	
4. Can use phonic knowledge to attempt unknown words.	Read	
5. Listens attentively to stories at an appropriate interest level.	R	
6. Can use pictures (unprompted) and texts to identify meaning.	R	
7. With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level (may be using picture clues if not prompted).	R	
8. Can sometimes talk about main points or key events in a simple text.	R	
9. Can retell familiar stories with growing confidence.	R	
10. Is beginning to recognize a range of patterns in texts, including stories, rhymes 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 . . .*).	R	
11. Is beginning to make predictions based on titles, text, blurb and/or pictures.	D	
12. Can read aloud and is beginning to use expression to show awareness of punctuation (. at this stage).	Read	
13. Can read most YR (P1) high-frequency words.	Read	
14. Recognizes familiar words (*e.g. YR (P1) high-frequency words*) in simple texts.	Read	
15. Can talk about likes/dislikes of stories and information texts.	E	
16. Can notice interesting words ('WOW' words grow with the age of the child).	E	
17. Can choose and talk about a book from a selection.	E	
18. Can read YR (P1) and some Y1–2 (P2–3) high-frequency words.	Read	
19. Can use knowledge of letters, sounds and words to establish meaning when reading aloud.	Read	
20. Can retell known stories, including significant events/main ideas in sequence.	R	
21. Can make plausible predictions about the plot of an unknown story, using the text and other book features.	D	
22. Can make plausible predictions about characters, using knowledge of the story, own experiences, etc.	D	
23. Can answer simple questions/find information in response to a direct, literal question.	R	
24. Can express opinions about main events and characters in stories (*e.g. good and bad characters*).	E	
25. Is beginning to identify when reading does not make sense and attempts to self-correct.	Read	

Reading Criterion Scale
Assessment Grade 2

Name: _____   Date: _____

Grade	Oxford Level	
Grade 2c	Levels 7	and 8
Grade 2b	Level 9	
Grade 2a (AP)	Level 10	

Grade 2c: 9–15 Grade 2b: 16–24 Grade 2a (AP): 25–31 and assess for Grade 3	READ skills	✔ ✘ ●
1. Can read most of the Y1–2 (P2–3) high-frequency words lists.	Read	
2. Can use phonic strategies when reading unknown words; however, may need support when reading long vowel phonemes that have several representations (*e.g. ai, a_e*) or graphemes that have more than one sound (*e.g. bread, read, beach*).	Read	
3. Knows the function of full stops when reading and shows this in their reading aloud.	Read	
4. Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the general gist of the story as a whole).	R	
5. Can use the front cover, book title as well as illustrations and words inside to make reading choices.	E	
6. Can locate specific information on a given page in response to a direct question.	R	
7. Can relate stories/texts to their own experiences, including story settings and incidents.	D	
8. Can comment on obvious characteristics and actions of characters in stories.	D	
9. Is beginning to distinguish between fiction and non-fiction.	A	
10. Can use a range of phonics strategies to read unknown regular words.	Read	
11. Can identify when reading does not make sense and self-corrects in order for the text to make sense.	Read	
12. Can read aloud, taking into account ? !	Read	
13. Can locate some specific information (*e.g. key events, characters' names etc. or key information on a non-fiction page*).	R	
14. 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, book title, cover and blurb*).	D	
15. Can compare similarities and differences between texts/books in terms of characters, settings and themes.	D/E	
16. Can provide simple explanations about events or information (*e.g. why a character acted in a particular way*).	D	
17. Is beginning to talk about the features of certain non-fiction texts (*e.g. non-chronological report, information poster, letter*).	A	
18. Is beginning to use contents and index pages to locate information in non-fiction texts.	A	
19. Can read all of the high-frequency words, up to and including the Y1–2 (P2–3) high-frequency word list (fluent reading of frequently encountered words without 'sounding and blending').	Read	
20. Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (*e.g. un-*im-por-tant).	Read	
21. Can read words with contractions (*e.g. I'm, I'll, we'll*) and understand that the apostrophe represents the omitted letter(s).	Read	
22. Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,).	Read	
23. Can explain the meaning of 'WOW' words in context (appropriate level of book) (*e.g. despair, marvel* (*including words with common prefixes and suffixes e.g. undecided, forgetful*).	D	

Reading Criterion Scale
Assessment Grade 2 (continued)

Name: _____   Date: _____

Grade	Oxford Level	
Grade 2c	Levels 7	and 8
Grade 2b	Level 9	
Grade 2a (AP)	Level 10	

Grade 2c: 9–15 Grade 2b: 16–24 Grade 2a (AP): 25–31 and assess for Grade 3	READ skills	✔ ✘ ●
24. Can summarize a story, giving the main points clearly in sequence.	R	
25. Having read a text (level appropriate), can find the answers to questions, both written and oral.	R	
26. Can talk about how different words and phrases affect meaning.	E	
27. Can discuss reasons for events in stories by beginning to use clues in the story.	D	
28. Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.	D	
29. Can talk about the features of certain non-fiction texts (*e.g. non-chronological report, recount, letter*).	A	
30. Can demonstrate how to use information books (*e.g. by using layout, index, contents page, glossary*).	A	
31. Can ask questions before reading a non-fiction text and look for the answers within the text when reading.	R	

Reading Criterion Scale
Assessment Grade 3

Name: _____   Date: _____

Grade	Oxford Level	
Grade 3c	Levels 11	and 12
Grade 3b	Level 13	
Grade 3a (AP)	Level 14	

Grade 3c: 8–15 Grade 3b: 16–22 Grade 3a (AP): 23–29 and assess for Grade 4	READ skills	✔ ✗ ●
1. Can read independently using a range of strategies appropriately, including decoding, to establish meaning.	Read	
2. Can read aloud with expression and intonation taking into account . ? , ! as well as inverted commas ("") for dialogue.	Read	
3. Can summarize and explain the main points in a text, referring back to the text to support this.	R	
4. Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) in an appropriate level text.	D	
5. Can make plausible predictions based on knowledge from/of the text and wider connections (*e.g. other books on same theme; other books 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 a story, 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 (the way in which writers use paragraphs and chapters to group related ideas together).	A	
9. Identifies where language is used to create mood, build tension or paint a picture.	E	
10. Can use knowledge of the alphabet to locate information (*e.g. dictionary, index*).	A	
11. Can read most Y4–5 (P5–6) high-frequency words.	Read	
12. Is able to quote directly from the text to support thoughts and discussions.	R	
13. Can discuss reasons for actions and events based on evidence in the text.	D	
14. Can discuss how characters are built from small details.	D	
15. 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	
16. Sometimes empathizes with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.	D	
17. Can comment on the author's choice of language to create mood and build tension.	E	
18. Can identify the differences between a wider range of non-fiction text types (*e.g. instructions, explanations*).	A	
19. Can identify language features of some different text types (*e.g. that the language of recount is different from the language of instructions*).	E	
20. Can read all Y4–5 (P5–6) high-frequency words.	Read	
21. Can read aloud with intonation and expression, taking into account higher level punctuation, including . . . () - .	Read	
22. Can locate information by skimming (for a general impression) and scanning (to locate specific information).	R	

Reading Criterion Scale
Assessment Grade 3 (continued)

Name: Date:

Grade	⊙ Oxford Level	
Grade 3c	Levels 11	and 12
Grade 3b	Level 13	
Grade 3a (AP)	Level 14	

Grade 3c: 8–15 Grade 3b: 16–22 Grade 3a (AP): 23–29 and assess for Grade 4	READ skills	✔ ✘ ●
23. Can use text marking to support retrieval of information or ideas from texts (*e.g. highlighting, notes in the margin*).	R	
24. Can recognize how a character is presented in different ways and respond to this with reference to the text.	D	
25. When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.	D	
26. Is beginning to distinguish between fact and opinion in texts.	E	
27. Can use clues from action, description and dialogue to establish meaning.	D	
28. Is beginning to identify differences between different fiction genres.	A	
29. Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.	D	

Reading Criterion Scale
Assessment Grade 4

Grade	⊙ Oxford Level
Grade 4c	Level 15
Grade 4b	Level 16
Grade 4a (AP)	Level 17

Name: _____   Date: _____

Grade 4c: 8–16 Grade 4b: 17–24 Grade 4a (AP): 25–32 and assess for Grade 5	READ skills	✔ ✘ ●
1. Can read a range of level-appropriate texts fluently and accurately.	Read	
2. Can skim and scan to identify key ideas in the text.	R	
3. Can use knowledge of text structure to locate information (*e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph/chapter in fiction*).	R	
4. Can quote directly from the text to answer questions.	R	
5. Can clarify the meanings of ambitious words and/or phrases in context (appropriate levelled book).	D	
6. Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.	D	
7. Can explore alternatives that could have occurred in texts (*e.g. a different ending*), referring to text to justify their ideas.	D	
8. Can understand and explain different characters' points of view.	D	
9. Can infer meaning, using evidence from the text and wider experiences.	D	
10. Can recognize the different text features within a variety of mixed-genre texts.	A	
11. Can identify and explain the difference between fact and opinion.	E	
12. Can talk about the effects of different words and phrases to create different images and atmosphere (*e.g. powerful verbs, descriptive adjectives and adverbs*).	E	
13. Can talk about 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	
14. Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.	R	
15. Can refer to the text to: support opinions and predictions; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views.	R	
16. Can identify and discuss the various features of fiction genres (*e.g. science fiction, adventure, mystery etc.*).	A	
17. Can discuss messages, moods, feelings and attitudes using the clues from the text using inference and deduction skills.	D	
18. Can compare the structure of different stories to discover how they differ in pace, build-up, sequence, complication and resolution.	E	
19. Can compare and talk about the structures and features of a range of non-fiction texts.	A	
20. Can identify the ways in which paragraphs are linked (*e.g. use of connecting adverbs, pronouns for character continuation*).	A	
21. Can identify the point of view from which a story is told and how this affects the reader's response (*e.g. author's bias*).	E	
22. Can discuss how an author builds a character through dialogue, action, description.	D	

Reading Criterion Scale
Assessment Grade 4 (continued)

Name: _____ Date: _____

Grade	⊙ Oxford Level
Grade 4c	Level 15
Grade 4b	Level 16
Grade 4a (AP)	Level 17

Grade 4c: 8–16 Grade 4b: 17–24 Grade 4a (AP): 25–32 and assess for Grade 5	READ skills	✔ ✗ ●
23. Can identify relationships between characters, explaining the effects this has on the reader (*e.g. how characters behave in different ways as they interact with different people and/or different settings*).	E/D	
24. Can talk with friends about books and listen to others, in order to share book recommendations and widen understanding of the world.	E	
25. In most level-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up point of view.	E	
26. Can understand that figurative language creates images.	E	
27. Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.	Read	
28. Can discuss the work of some established authors and know what is special about their work.	E	
29. Can justify preferences in terms of authors' styles and themes.	E	
30. Can infer and deduce meaning based on evidence drawn from different points in the text.	D	
31. Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.	D	
32. Can refer to the text: to support opinions and elaborate; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.	R	

Reading Criterion Scale
Assessment Grade 5

Grade	⊙ Oxford Level	
Grade 5c	Level 18	
Grade 5b	Level 19	
Grade 5a (AP)	Levels 19	and 20

Name: _____ Date: _____

Grade 5c: 6 –11 Grade 5b: 12–17 Grade 5a (AP) 18–21 and assess for Grade 6	READ skills	✔ ✘ ●
1. Can work out the meaning of unknown words from the way they are used in context.	Read/D	
2. Can understand and explain the function of sophisticated punctuation (; : - () and ' for possession).	Read	
3. Can skim and scan non-fiction texts to speed up research.	R	
4. Can refer to the text to: support predictions and opinion; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.	D	
5. Can confidently identify the point of view of some texts and how this impacts on the reader.	D/E	
6. Can identify and discuss implicit and explicit point of view in some texts at an appropriate level.	D	
7. Can explain a character's motives throughout a story and use evidence from the text to back up opinions.	D	
8. Can explain the structural devices an author has used to organize a text (*e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash forwards/backs; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts*).	A	
9. Can decide on the quality and usefulness of a range of texts and explain clearly to others.	R	
10. Can infer messages, moods, feelings and attitudes across a text in level-appropriate texts (*e.g. how a message can be inferred through referring back to different points in the text where things have been implied*).	D	
11. Can retrieve and collate key ideas and information from a range of sources.	R	
12. Can comment on the success of texts in provoking particular responses (*e.g. anger, sadness*).	E	
13. Can identify why a long-established novel may have retained its lasting appeal.	E	
14. Can recognize which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	D	
15. Can discuss the difference between literal and figurative language and can discuss the effects of imagery.	E	
16. Can evaluate the success of a text providing evidence that refers to language, theme and style.	E	
17. Can sometimes recognize the use of irony and comment on the writer's intention (*e.g. sarcasm, insincerity, mockery*).	E	
18. Can explore texts to: support and justify predictions and opinions; sum up what *you* find/discuss/think about; make your point/ state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.	D	
19. Can identify the purpose, audience and organization of different fiction/non-fiction texts and evaluate the success of each of these elements.	E/A	
20. Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.	R/D	
21. Can discuss the message a text has about our society, a particular culture, or traditions from the past.	E	

Reading Criterion Scale
Assessment Grade 6

Grade	⊙ Oxford Level
Grade 6	Level 20

Name: _____   Date: _____

	READ skills	✔ ✘ ●
1. Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.	R	
2. Can use quotations and text references to support ideas and arguments.	R	
3. Can summarize information from different points in the same text or across a range of texts.	R	
4. Can combine information from different reading sources with increasing precision to produce meaningful information (*e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience*).	R	
5. Can infer and deduce messages, moods, feelings and attitudes, and reference ideas in the text (*e.g. how a message can be inferred through referring back to different points in the text where things have been implied*).	D	
6. Can securely make deductions, firmly rooted in the evidence in the text.	D	
7. Can identify the different layers of meaning in a text (*e.g. a war story might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home*).	D	
8. Can evaluate relationships between characters (*e.g. how characters behave in different ways as they interact with different people and/or different settings*).	D	
9. Is beginning to unpick and evaluate the details of the different layers of meaning in texts (pupils use language to discuss 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	
10. Can reflect on the wider consequences or significance of information, ideas or events on the text as a whole (*e.g. how one small incident altered the whole course of the story*).	D	
11. Can discuss how inferences differ depending upon the experiences of the reader.	D	
12. Can give detailed insight into how the structural choices support the writer's theme or purpose (*e.g. decisions about plot structure, mapping character development through a whole text, flash forwards/backs; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts*).	A	
13. Can discuss the range of organizational features used and how they contribute to the overall effect of the text (*e.g. how a writer changes viewpoints through a text; how a writer organizes information so the reader can compare/contrast ideas*).	A	
14. Can explain in detail how the author has used different language features (*e.g. how the writer makes different language choices at different points in the text*).	E	
15. Can identify and discuss the use of irony and comment on the writer's intention (*e.g. sarcasm, insincerity, mockery*) .	E	
16. Can clearly identify and explain the writer's viewpoint, making reference to the text.	E	
17. Can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created.	E	

Reading Criterion Scale
Assessment Grade 6 (continued)

Name: _____   Date: _____

		READ skills	✔ ✘ ●
18.	Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (*Sum up what you have discussed/evaluated; make your point/state your thoughts, ideas and arguments; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary.*)	E/D	
19.	Can discuss the purpose, audience and organization of different fiction/non-fiction texts, evaluating their success. (*Sum up what you have discussed/evaluated; make your point/state your thoughts, ideas and arguments; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary.*)	E/A	
20.	Can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.	E	