Assessment in Oxford Reading Tree
Your guide to raising reading standards
Oxford Reading Tree offers a simple but effective set of tools to help you not just track children’s progress, but to make sure it happens.

The reading assessment cycle using Oxford Reading Tree

1. Assess their reading
2. Identify gaps in their learning and find their Oxford Level
3. Teach to develop skills
4. Track progress

Find out how to Assess their reading
### Oxford Reading Criterion Scale

**STANDARD 3: Year 2/Primary 3**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Evidence? (✔, ✘, ●)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Can read aloud, taking into account . ? !  (READ)</td>
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<tr>
<td>3</td>
<td>Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ)</td>
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</tr>
<tr>
<td>4</td>
<td>Can read most of the Y1/2 high frequency words. (READ)</td>
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<tr>
<td>5</td>
<td>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)</td>
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</tr>
<tr>
<td>6</td>
<td>Can locate some specific information, e.g. key events, characters’ names or key information in a non-fiction text. (R)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D)</td>
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<tr>
<td>10</td>
<td>Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). (A)</td>
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</tr>
<tr>
<td>11</td>
<td>Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ)</td>
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</tr>
<tr>
<td>13</td>
<td>Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-port-ant).  (READ)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Can read words with contractions (e.g. I’m, 'll, we’ll, he’s) and understands that the apostrophe represents the omitted letter(s).  (READ)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! , ). (READ)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered words).  (READ)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Can explain the meaning of interesting ‘WOW’ words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. unde-cide, fore-get).  (D)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Can summarize a story, giving the main points clearly in sequence. (R)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Can distinguish between fiction and non-fiction. (A)</td>
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<tr>
<td>20</td>
<td>Having read a text, can find the answers to questions, both written and oral. (R)</td>
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<tr>
<td>21</td>
<td>Can discuss reasons for events in stories by beginning to use clues in the story. (D)</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Can discuss reasons for events in stories by beginning to use clues in the story. (D)</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration). (E)</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration). (E)</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration). (E)</td>
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<td>26</td>
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<td></td>
</tr>
<tr>
<td>27</td>
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</tr>
</tbody>
</table>

### Assessment Point
- 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)

**Assess their reading**

The Oxford Reading Criterion Scale supports the progression within *Oxford Reading Tree*.

**Simply:**
- Choose the Standard that is the best fit for your group
- Assess their reading behaviours against the criteria
- Count the ticks to:
  - Identify where children are in relation to year group expectations
  - Identify their Oxford Level so you can choose the right resources for them

**Move on to Finding an Oxford Reading Tree book at the right Oxford Level**
Find their Oxford Level

Each Oxford Reading Tree book is carefully levelled using Oxford Levels.

The Oxford Reading Criterion Scale shows you which Oxford Level is most appropriate to use.

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 Level 9/10)
- **22-26 ticks** = Advanced (Oxford Level 11)

**Assessment point:** children with 21 or more ticks may be assessed against Standard 4

Move on to Identify gaps in your children’s learning
The Oxford Reading Criterion Scale

You will find the Oxford Reading Criterion Scale in our Oxford Primary Reading Assessment Handbook. This contains extra support to help you make your judgements, including exemplification of expected reading standards for each year group. It also contains sample reading tests for Year 2 and Year 6.
Identify gaps in learning

From your reading assessment look at the areas you allocated a cross or a dot.

Then using the charts from the Oxford Reading Tree Teaching Notes you can choose the right book to help develop these skills.

Now move on to Teach to develop skills.

Visit Paris! (Oxford Level 6) curriculum coverage chart
## Oxford Levels

<table>
<thead>
<tr>
<th>Oxford Reading Criterion Scale</th>
<th>Year Group</th>
<th>Oxford Level</th>
<th>Book Band</th>
<th>Children on these Oxford Levels at the end of year are meeting the curriculum expectations</th>
<th>Children on these Oxford Levels at the end of the year should be on track to achieve National Standard</th>
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</thead>
<tbody>
<tr>
<td>Pre-Reading Standard</td>
<td>Pre-School/Reception</td>
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<td>Lilac/Pink</td>
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<td>19</td>
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<tr>
<td></td>
<td></td>
<td>20</td>
<td>Dark Red +</td>
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</table>
Teach to develop skills

The Oxford Reading Tree Teaching Notes contain guidance for guided and independent reading.

Links are made to the Oxford Reading Criterion Scale and the curricula for England, Scotland, Northern Ireland and Wales, to help you ensure every child makes progress with their reading.

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The Time Capsule

Introducing the story
- Look together at the front cover and ask the children what they think Biff, Chip and Kipper are doing. Ask them to read the title and, if necessary, remind them that the split digraph in time, c-e-a-s-e.
- Direct children to ask what a time capsule is with the children. Turn to the back cover and ask them to read the text.
- Ask the children to suggest what would put in a time capsule. Ask: What do you think Biff, Chip and Kipper might put in their time capsule?
- This story includes many decodable words. Providing lots of opportunities for children to practice the skill of sounding out and blending new words. There are also a number of challenge words children will have learned from the phonics teaching in the story familiarly. Before they read the story independently.

Reading the story
- Ask the children to read the story aloud and help where necessary. Please and encourage them as they read.
- Please on page 2 and draw attention to the. On page 1 and they need to page 2. Text about how the apostrophe is used in initial letters to compounding or shortened forms of words. Encourage them to relate what the apostrophe has replaced in both words.
- Help the children to read the story from page 4. Ask them if they can see the meaning of bold word. And, if they ask them to try to work it out from the context of the sentence, focusing their attention on the phonics teaching the children will have learned from the phonics teaching.
- Please at the end of page 16 and ask the children to speculate on simple words, Phrases the character Mary Shelley wrote, the novel Frankenstein. Give the children time to think about the book and discuss their ideas. Ask the children if they think Frankenstein would be story enough to win the The Monster of the Month Trophy. Unfortunately, his friendly invention is currently in which the book was written.
- Look at the front cover and read the title. Ask the children if the name Frankenstein is familiar to them. If they ask them to think about any clues in the cover illustration and speculate on what the book is about. Ask them to think about any clues in the cover illustration and speculate on what the book is about. Encourage children to use their phonics and to read the story. The monster that came to life after it was struck by lightning. There are also a number of challenge words children will have learned from the phonics teaching.

Groups/Guided reading
- Ask the children to read the story aloud and help where necessary. Please and encourage them as they read.
- Please on page 2 and draw attention to the. On page 1 and they need to page 2. Text about how the apostrophe is used in initial letters to compounding or shortened forms of words. Encourage them to relate what the apostrophe has replaced in both words.
- Help the children to read the story from page 4. Ask them if they can see the meaning of bold word. And, if they ask them to try to work it out from the context of the sentence, focusing their attention on the phonics teaching the children will have learned from the phonics teaching.
- Please at the end of page 16 and ask the children to speculate on simple words, Phrases the character Mary Shelley wrote, the novel Frankenstein. Give the children time to think about the book and discuss their ideas. Ask the children if they think Frankenstein would be story enough to win the The Monster of the Month Trophy. Unfortunately, his friendly invention is currently in which the book was written.

Synopsis
Frankenstein’s Sofa

Written by: Gill Howell
Illustrated by: Gill Howell

The story
Frankenstein’s Sofa

Frankenstein’s sofa is a very dangerous shiny biscuit. Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta.

A high proportion of phonically decodable words and a selection of high-frequency words. Each book also has a limited

EYFS
ELG 03
Understanding
ENGLAND The National Curriculum in England: Reception
Listening and

ELG 09
Reading

SCOTLAND Curriculum for Excellence: Literacy experiences and outcomes, Early Level

Experiences and outcomes

0-09d)
Listening
and

0-10d)
Speaking

0-11d)
Reading

0-12d)
Writing

0-13d)
Communication

0-14d)

0-15d)

0-16d)

0-17d)

0-18d)

0-19d)

0-20d)

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0-22d)

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0-97d)

0-98d)

0-99d)

0-100d)
Visit Paris! (Oxford Level 6) curriculum coverage chart

### Letters and Sounds

| Spoken language | Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (Speaking, Listening) |
| Reading: Word reading | Pupils should be taught to apply phonics knowledge and skills as the route to decode words (Y1_ReadWord.1) |
| Reading: Comprehension | Pupils should be taught to understand both the text and drawings they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher (Y1_ReadComp.2) |
| Writing: Composition | Pupils should be taught to write sentences by sequencing sentences to form short narratives (Y1_WritComp.1) |

### Phonemes introduced or revisited in this book:

- aw (jaws, waist, waste) |
- ai (pain) |
- oo (floor) |
- ou (round) |
- ur (first) |
- o (other) |
- old (told) |
- ere (there) |
- g (magic) |
- ind (remind) |
- ci (special) |
- ea (easy, bread) |

### High frequency tricky words

- called |
- looked |
- there |
- sight |
- said |

### Links to Oxford Reading Criterion Scale

- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts (Y1_OneCell.4) |
- Can use growing knowledge of vocabulary to establish meaning when reading aloud (Y1_OneCell.7) |
- Can use phonics strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations or graphemes that have more than one sound (READ) (ORCS Standard 2, 7) |
- Can recognize a range of patterns in texts, including stories, poems and non-fiction (Y1_OneCell.2, 11) |
- Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations or graphemes that have more than one sound (READ) (ORCS Standard 2, 7) |
- Can make plausible predictions about the plot of an unknown story, using the text and other book features (Y1_OneCell.2, 11) |
- Can recognize a range of patterns in texts, including stories, poems and non-fiction (Y1_OneCell.2, 11) |
- Can make plausible predictions about the plot of an unknown story, using the text and other book features (Y1_OneCell.2, 11) |

### Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they read, in books they are reading independently, in these Teaching Notes the following strategies are taught: Predicting, Questioning, Clarifying |

### Fully aligned to the curricula for Scotland, Wales and Northern Ireland

| SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level |
| Listening and talking | When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LT 1-36a) |
| Reading | I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) |
| Writing | I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LT 1-36a) |

| WALES Foundation Phase Framework: Year 1 |
| Talking and listening | Pupils can ask and answer questions for specific information (L2_com_talk.1) |
| Reading | Pupils can use basic alphabetical knowledge and visual clues to locate information (L1_com_read.2) |
| Writing | Pupils can use basic alphabetical knowledge and visual clues to locate information (L2_com_talk.1) |

| NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2 |
| Talking and listening | Pupils can ask and answer questions to develop understanding (L2_com_talk.2) |
| Reading | Pupils can use a range of reading strategies (L2_com_read.2) |
| Writing | Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases, and simple sentences (L2_com_wri.2) |

A summary of the assessment points from the Oxford Reading Criterion Scale:

- Covers objectives from the 2014 National Curriculum for England

Oxford Reading Tree Teaching Notes
**Fiction**

**Cats**

Author: Roderick Hunt
Illustrator: Alex Brychta
Teaching Notes author: Kate Rutter

Information about assessment and curriculum links can be found at the end of these Teaching Notes.

### Group or guided reading

#### Introducing the book
- Provide: Read the title, pointing to the word, and showing the picture. Encourage children to use prediction: What do you think this book is going to be about?
- Look through the book, talking about what happens on each page. Discuss why Kipper and his friends might dress up as cats. Use some of the high frequency words as you discuss the story.

#### Strategy check
- remind the children to read from left to right and to sound out words when they can.

#### Independent reading
- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- **Listening**: Ask children to explain what the book is about.

#### Assessment
- Can they identify each of the words when you point to them on different pages in the book?
- Can they identify each of the words when you point to them on different pages in the book?

#### Group and independent reading activities
- Ask children to point as you read the words. Can they point to each of the words separately?
- **Hear and say sounds in words in the order in which they occur.**
- **Tracing**: Ask children to make a note of any difficulties the children encounter and of strategies they use to solve problems.

#### Return to the text
- **Listening**: Ask children to explain how Kipper becomes the top cat.

#### Assessment
- Do they use the words elsewhere in the classroom, e.g. on wall displays, notices, environmental print?
- Can they see the words elsewhere in the classroom, e.g. on wall displays, notices, environmental print?

#### Reading/Word recognition
- **Link sounds and letters, naming and sounding letters.**
- **Hear and say sounds in words in the order in which they occur.**

#### Assessment
- Can they find another pair of names that rhyme? (Rom, Som, Tan?)
- Can they hear and represent the sounds in these words?

#### Writing activities
- **Writes their own name and other things such as labels and captions.**
- Ask children to draw themselves as one of the cats from the book.
- Under their pictures, ask them to write their name.

#### Assessment
- Are children able to write their names without support? How accurately can they copy?
- Can they use phonics knowledge to sound out and blend the phonemes in words (see below)?

- **Hear and say sounds in words in the order in which they occur.**
- **Link sounds and letters, naming and sounding letters.**
- **Tracing**: Ask children to make a note of any difficulties the children encounter and of strategies they use to solve problems.

#### Assessment
- Can children clearly explain what the context for the book is?

#### Speaking, listening and drama activities
- **Interact with others, negotiating plans and activities.**
- Let the children plan their own version of the play in the book. Ask them to decide who will be a cat, who will be a dog and who will be the top cat – or will they all hiss at the dog?

#### Assessment
- Observe the children’s discussion. Note who is able to negotiate, who takes a lead role, who is uncooperative.

#### Language comprehension
- **Read some high frequency words.**
- **Link sounds and letters, naming and sounding letters.**
- **Hear and say sounds in words in the order in which they occur.**

#### Assessment
- Can the children read aloud the words of the CVC names (e.g. Tom, Ton)?
- Can the children explain what they think is happening in the book? Ask questions like: Which creature are the children dressed up as? Can you find a different creature? What does Kipper say to the dog? Why?
- Can the children explain what is happening in the book? Ask questions like: Which creature are the children dressed up as? Can you find a different creature? What does Kipper say to the dog? Why?
- Can the children identify each of the words when you point to them on different pages in the book?

#### Phonics
- **CVC**: Tom, Tam, Pam.
- **VC**: Tom, Tam, Pam.
- **CV**: o-n, a-t, a-n, a-m, o-n.
- **Link sounds and letters, naming and sounding letters.**

#### Assessment
- Can one of the children find the letters they need to make o-n?
- Can they find another pair of names that rhyme? (Rom, Som, Tan?)
- Can they say the sounds then read the words of the CVC names (e.g. Tom, Tom)?

#### Assessment
- Can the children find the letters they need to make o-n? Can they find another pair of names that rhyme? (Rom, Som, Tan?)
- Can they identify each of the words when you point to them on different pages in the book?
- Can they identify each of the words when you point to them on different pages in the book?

#### Assessment
- Can they hear and link the sounds in words?
- Can children explain what the context for the book is?
- Can the children identify each of the words when you point to them on different pages in the book?
- Can they see the words elsewhere in the classroom, e.g. on wall displays, notices, environmental print?

#### Assessment
- Can the children read aloud the words of the CVC names (e.g. Tom, Ton)?
- Can the children explain what they think is happening in the book? Ask questions like: Which creature are the children dressed up as? Can you find a different creature? What does Kipper say to the dog? Why?
- Can the children identify each of the words when you point to them on different pages in the book?
- Can they see the words elsewhere in the classroom, e.g. on wall displays, notices, environmental print?
You can build up a bank of evidence using your assessments on the Oxford Reading Criterion Scale sheets.

Photocopiable versions of these sheets can be found in the Oxford Primary Reading Assessment Handbooks.

The Oxford Reading and Writing Criterion Scales are now available in Classroom Monitor. If you have a Classroom Monitor subscription, you can activate it for free!
Assessment in Oxford Reading Tree

Find out more about Oxford Reading Tree

Contact your local sales representative