The reading assessment cycle using *Project X Origins*

*Project X Origins* offers a simple but effective set of tools to help you not just track children’s progress, but to make sure it happens.

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
# Assess their reading

## Oxford Reading Criterion Scale

### STANDARD 4: Year 3/Primary 4

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>2</td>
<td>Can read aloud with expression and intonation taking into account . , ! and ' for contractions, as well as inserted commas (“”) for dialogue. (READ)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>3</td>
<td>Can summarize the main points in a text. (R)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>4</td>
<td>Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level). (D)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>5</td>
<td>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)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>6</td>
<td>Can explain how and why main characters act in certain ways, using evidence from the text. (D)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>7</td>
<td>Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. (E)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>8</td>
<td>Understands the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together). (A)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>9</td>
<td>Can identify language the author has chosen to use to capture the reader's interest and imagination. (E)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>10</td>
<td>Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index. (R/A)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>11</td>
<td>Can read all the Y1/2 and some Y4/5 high frequency words. (READ)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>12</td>
<td>Is able to quote directly from the text to answer questions. (R)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>13</td>
<td>Is beginning to skim read texts to gather the general impression of what has been written. (R)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>14</td>
<td>Is beginning to scan texts to locate specific information. (R)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>15</td>
<td>Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting notes in the margin. (R)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>16</td>
<td>Can identify reasons for actions and events based on evidence in the text. (D)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>17</td>
<td>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)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>18</td>
<td>Sometimes empathizes with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act. (D)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>19</td>
<td>Can identify language the author has chosen to create images and build mood and tension. (E)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>20</td>
<td>Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations). (A)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>21</td>
<td>When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence. (D)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>22</td>
<td>Can sometimes use clues from action, description and dialogue to help establish meaning. (D)</td>
<td>✔️, ✘, ●</td>
</tr>
<tr>
<td>23</td>
<td>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)</td>
<td>✔️, ✘, ●</td>
</tr>
</tbody>
</table>

**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.

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**The Oxford Reading Criterion Scale underpins the progression within Project X Origins.**

**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

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**Move on to Finding a Project X Origins book at the right Oxford Level**

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**TEACH ASSESS INSPIRE WITH PROJECT X ORIGINS**
The X-bots are Coming …

The evil Dr X knows Max, Cat, Ant and Tiger have his watches. Now he wants them back …

Great for Guided Reading

Titles on the theme: Strong Defences

- The X-bots are Coming … (Fiction)
- Attack of the X-bots! (Fiction)
- Lone Wolf
- Under Attack!

How to get in touch:

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tel. +44 (0) 1536 452610
fax +44 (0) 1865 313472

Find their Oxford level

Each Project X book is carefully levelled using Oxford Levels.

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

Move on to Identify gaps in your children’s learning

Assessment score

<table>
<thead>
<tr>
<th>Assessment score</th>
<th>Oxford Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 ticks = not yet working at this standard; review against Standard 3</td>
<td></td>
</tr>
<tr>
<td>6-11 ticks = Developing (Oxford Levels 11/12)</td>
<td></td>
</tr>
<tr>
<td>12-19 ticks = Secure (Oxford Level 13)</td>
<td></td>
</tr>
<tr>
<td>20-13 ticks = Advanced (Oxford Level 14)</td>
<td></td>
</tr>
</tbody>
</table>
Assessment point: children with 21 or more ticks may be assessed against Standard 5.

TEACH ASSESS INSPIRE WITH PROJECT X ORIGINS
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 *Project X Origins* Handbook you can choose the right book to help develop these skills.

### Brown Book Band/Oxford Level 10

<table>
<thead>
<tr>
<th>Fast and Furious</th>
<th>Lost and Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Chase</td>
<td>The Run, Run, Run</td>
</tr>
<tr>
<td>Speed, Speed, Speed</td>
<td>Overhill Roar</td>
</tr>
<tr>
<td>Top Speed</td>
<td>Jungle Run</td>
</tr>
<tr>
<td>Finding Rover</td>
<td>Lost in the Hills, Other strange animals, or other strange stories</td>
</tr>
<tr>
<td>Jungle Jar</td>
<td>Gladstone's Lost Cities</td>
</tr>
<tr>
<td>Animals in Danger</td>
<td>Dinosaurs’s Lost Cities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Can read aloud, taking into account . ? ! (READ)</td>
</tr>
<tr>
<td>3</td>
<td>Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ)</td>
</tr>
<tr>
<td>4</td>
<td>Can read most of the Y1/2 high frequency words. (READ)</td>
</tr>
<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>
</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>
</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>
</tr>
<tr>
<td>8</td>
<td>Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)</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>
</tr>
<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>
</tr>
<tr>
<td>11</td>
<td>Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R)</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>
</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-par-tant). (READ)</td>
</tr>
<tr>
<td>14</td>
<td>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)</td>
</tr>
<tr>
<td>15</td>
<td>Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ). (READ)</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>
</tr>
</tbody>
</table>
The Oxford Levels are matched to the new national expectations.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reading Standard</td>
<td>Pre-School/Reception</td>
<td>1/1+</td>
<td>Lilac/Pink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 1</td>
<td>Reception</td>
<td>1+</td>
<td>Pink</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Yellow</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Year 1</td>
<td>4</td>
<td>Light Blue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Orange</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Year 2</td>
<td>7</td>
<td>Turquoise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>Purple</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Gold</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>White</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>Lime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td>Year 3</td>
<td>9</td>
<td>Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Grey</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>Grey</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Standard 5</td>
<td>Year 4</td>
<td>14</td>
<td>Grey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>Dark Blue</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Standard 6</td>
<td>Year 5</td>
<td>16</td>
<td>Dark Blue</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>Dark Red</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Year 6</td>
<td>18</td>
<td>Dark Red</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>Dark Red +</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>Dark Red +</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Teach to develop skills

The Project X Origins Guided Reading Notes contain unparalleled teaching guidance.

Assessment points from the Oxford Reading Criterion Scale are embedded throughout, to help you ensure every child makes progress with their reading.

Take a closer look at the Guided Reading Notes.

TEACH ASSESS INSPIRE WITH PROJECT X ORIGINS
Revenge of the X-bots!
BY ANTHONY McGOWAN

Curricula correlation

English National Curriculum

Spoken language
Give well-structured descriptions and explanations

Word reading
Apply knowledge of root words and prefixes (etymology and morphology) to understand the meaning of new words they meet

Comprehension
Check the text makes sense, discussing understanding and explaining the meaning of words in context

Sentence characters’ feelings, thoughts and motives from their actions and justify references with detailed evidence

Developing grammar, punctuation, vocabulary and spelling

Grammar and Punctuation
Use of inverted commas to indicate direct speech

Identify verbs used with direct speech

Vocabulary and Spelling
Use of prefixes auto- and micro-
and their meaning

Challenge and context words
telescope, comet, hurtling, equipment, scrapes, magnetised, magnetism, terminal, vulnerable, corridor, autopilot, spaceship, responsible, rollercoaster

Reading assessment points

Word reading
Can the children read independently using a range of strategies appropriately, including decoding, to establish meaning?

Comprehension
Can the children empathise with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act?

Can the children recognise how a character is presented in different ways and respond to this with reference to the text?

Can the children discuss reasons for actions and events based on evidence in the text?

Scottish Curriculum for Excellence

Listening and talking objectives
I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience LIT 2-06a

Reading objectives
To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail LIT 2-16a

I can discuss structure, characterization and/or setting ENG 2-19a

Welsh National Literacy Framework

Oracy Organise talk so that different audiences can follow what is being said (Speaking)

Reading Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context (Reading strategies)

Accurately identify the main points and supporting information in texts (Comprehension)

Skim to gain the gist of a text or the main idea in a chapter (Reading Strategies)

Northern Ireland Curriculum

Talking and Listening
Formulate, give reason or justify opinions, actions or proposals

Reading
Justify their responses logically, by inference, deduction and/or reference to evidence within the text

Reading assessment points

Word reading
Can the children read independently using a range of strategies appropriately, including decoding, to establish meaning?

Comprehension
Can the children empathise with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act?

Can the children recognise how a character is presented in different ways and respond to this with reference to the text?

Can the children discuss reasons for actions and events based on evidence in the text?

Reading objectives
To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail LIT 2-16a

I can discuss structure, characterization and/or setting ENG 2-19a

Reading assessment points

Word reading
Can the children read independently using a range of strategies appropriately, including decoding, to establish meaning?

Comprehension
Can the children empathise with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act?

Can the children recognise how a character is presented in different ways and respond to this with reference to the text?

Can the children discuss reasons for actions and events based on evidence in the text?

Project X Origins Guided Reading Notes

Covers objectives from the 2014 National Curriculum

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

Fully aligned to the curricula for Scotland, Wales and Northern Ireland
Session 1 (Chapter 1)

About this book
In this book the children are captured by an X-craft and they have to use all their resourcefulness to escape the clutches of the X-bots.

You will need
- Relationship grid Photocopy Master, Teaching Handbook for Year 4/PS
- Emotions grid Photocopy Master, Teaching Handbook for Year 4/PS

Before reading
- Look at the front cover, and ask the children to speculate about what revenge the X-bots might take. (predicting)
- Ask why the X-bots might want to take revenge. (recall)
- Ask the children to look at the pictures on pages 2 and 3. What do they notice about these pictures? Discuss what the children can predict about the story from the pictures. (deducing, predicting)
- Look at the sticky notes on Dr X’s desk. Encourage the children to wonder what Dr X might write on the notes. Give each child a sticky note to write down their prediction of Dr X’s plan. Display these and share the different plans with the rest of the group. (predicting)
- Take a picture walk through the book. As you go through the book, introduce the children to the challenge and context words. (word reading, developing vocabulary)

During reading
- Ask the children to read Chapter 1. As they read, ask them to look out for words and phrases that show Cat’s feelings through the chapter and note these down, e.g. “A giant ball of ice?” scoffed Cat. “That doesn’t sound very exciting.” (p.5); “… boring old stars…” (p.6).
- Ask the children to look for punctuation that tells the reader when a character is speaking.

After reading
- Returning to the text
  - Ask the children: How does Cat’s mood develop during the chapter? (inferring)

Have you ever seen a comet or a shooting star? If so, what does it look like?

Developing comprehension
- Focus on the responses from each of the characters on page 9 when the X-craft comes in close. How do their responses reflect their personalities? (deducing, inferring)

Assessment point
Can the children empathise with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act?

Developing grammar, punctuation and spelling
- Look back at page 6. Most of the text is direct speech. Discuss how we know this. What punctuation is used to show us the text is spoken by a character?
- Discuss how different verbs can be used instead of said to show how the characters are speaking. Discuss the impact that the choice of verb has on the story.

Developing fluency
- Ask the children to reread this first chapter as a playscript. Encourage them to use their voices and gestures to build excitement and tension. How does the playscript compare with the story?

Before session 2, ask the children to read Chapters 2-4 independently.

Session 2 (Chapters 5 and 6)

Before reading
- Ask the children to recall what has happened in the story so far. Clarify any misconceptions and discuss any new terminology they found. Discuss the concept of an electromagnet and how this helped the children to escape the X-bots. (activating prior knowledge)
- Ask the children what they think the characters will need to do next in order to help them escape from the X-craft. (predicting)

Revenge of the X-bots!

Project X Origins Guided Reading Notes

Probing questions help you to model comprehension skills and check children’s understanding.

Embedded assessment points from the Oxford Reading Criterion Scale help you monitor comprehension.

See instantly which comprehension skill each question is targeting, from literal to higher-order skills.
Session 1 (Chapter I)

About this book
In this book the children are captured by an X-craft and they have to use all their resourcefulness to escape the clutches of the X-bots.

You will need
- Relationship grid Photocopy Master, Teaching Handbook for Year 4/5
- Emotions grid Photocopy Master, Teaching Handbook for Year 4/5

Before reading
- Look at the front cover, and ask the children to speculate about what revenge the X-bots might take. (predicting)
- Ask why the X-bots might want to take revenge. (recall)
- Ask the children to look at the pictures on pages 2 and 3. What do they notice about these pictures? Discuss what the children can predict about the story from the pictures. (deducing, predicting)
- Look at the sticky notes on Dr X’s desk. Encourage the children to wonder what Dr X might write on the notes. Give each child a sticky note to write down their prediction of Dr X’s plan. Display these and share the different plans with the rest of the group. (predicting)
- Take a picture walk through the book. As you go through the book, introduce the children to the challenge and context words. (word reading, developing vocabulary)

During reading
- Ask the children to read Chapter 1.
- As they read, ask them to look out for words and phrases that show Cat’s feelings through the chapter and note these down, e.g. “A giant ball of ice!” scoffed Cat. “That doesn’t sound very exciting.” (p.5); “… boring old stars…” (p.6).
- Ask the children to look for punctuation that tells the reader when a character is speaking.

After reading
Returning to the text
Ask the children:
- How does Cat’s mood develop during the chapter? (inferring)

Session 2 (Chapters 5 and 6)

Before reading
- Ask the children to recall what has happened in the story so far. Clarify any misconceptions and discuss any new terminology they found. Discuss the concept of an electromagnet and how this helped the children to escape the X-bots. (activating prior knowledge)
- Ask the children what they think the characters will need to do next in order to help them escape from the X-craft. (predicting)

Developing comprehension
- Focus on the responses from each of the characters on page 9 when the X-craft comes in close. How do their responses reflect their personalities? (deducing, inferring)
- Can the children empathise with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act?

Developing grammar, punctuation and spelling
- Look back at page 6. Most of the text is direct speech. Discuss how we know this. What punctuation is used to show us the text is spoken by a character?
- Discuss how different verbs can be used instead of said to show how the characters are speaking. Discuss the impact that the choice of verb has on the story.

Developing fluency
- Ask the children to reread this first chapter as a playscript. Encourage them to use their voices and gestures to build excitement and tension. How does the playscript compare with the story?
- Before session 2, ask the children to read Chapters 2–4 independently.

Assessment point
Can the children read independently using a range of strategies appropriately, including decoding, to establish meaning?
STANDARD 3: Year 2/Primary 3

Name: San Peters

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Evidence? (✔, ✘, ●)

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 phonics skills and knowledge to recognize an increasing number of complex words. (READ)
4. Can read most of the Y1/2 high frequency words. (READ)
5. Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! , ). (READ)
6. 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)
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, covers and blurb. (D/E)
8. Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)
9. Can locate some specific information, e.g. key events, characters’ names or key information in a non-fiction text. (R)
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-port-ant). (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 between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D)
16. Can confidently read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluency and automatic suffixes (e.g. undecided, forgetful). (D)
17. Having read a text, can find the answers to questions, both written and oral. (R)
18. Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary. (R/A)
19. Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D)
20. 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, covers and blurb. (D/E)
21. Can discuss reasons for events in stories by beginning to use clues in the story. (D)
22. Can discuss how different words and phrases affect meaning, including the use of some simple literary language (alliteration). (E)
23. Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)
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 talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration). (E)

You can build up a bank of evidence using your assessments on the Oxford Reading Criterion Scale sheets.

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

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