

Year 1 Reading Reporting Rubric



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Elements At the end of their first 6 months at school, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment	Students: - understand some concepts and strategies for learning with significant guidance and assistance - can make some connections and apply knowledge with significant guidance and assistance - make progress in line with goals described in their personalised learning plan with significant support.	Students: - understand concepts and strategies for learning with some guidance - can learn facts and apply knowledge in familiar contexts with some support - are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: - apply familiar strategies to reinforce their learning with increasing independence - often recall and use knowledge with growing confidence - are beginning to transfer knowledge to new contexts - can reflect on and explain their ideas clearly to express what they could do better.	Students: - can consistently apply learning strategies confidently, accurately and independently - can independently use their knowledge in a variety of situations - can often apply knowledge to new contexts - can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning - often shares their ideas to grow and build knowledge.	Students: - use higher level thinking strategies to reflect on their learning - consistently connect ideas and concepts across different contexts - deepen their ideas, thinking and understanding - can use their learning in purposeful and innovative ways to make sense of complex ideas - consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension					
Critical Analysis					
- name letters of the alphabet - match single-letter graphemes to corresponding short vowel or consonant phonemes - read consonant-vowel-consonant (CVC) words with short vowels and decode the most common high-frequency words					
- read and comprehend simple sentences - retell key events from texts that are read to them, with the support of visuals or props - identify features of poems and stories in response to questions					
make connections to texts by sharing their feelings and thoughts.					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress.

For more detail to inform your teaching and learning programme, please refer to the English learning area.

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Elements At the end of their first year at school, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment - identify the most common phoneme for all consonant digraphs and some long vowel graphemes - read one-syllable words that include adjacent consonants, consonant digraphs, and some long vowel graphemes - decode two-syllable words with a closed syllable pattern	Students: - understand some concepts and strategies for learning with significant guidance and assistance - can make some connections and apply knowledge with significant guidance and assistance - make progress in line with goals described in their personalised learning plan with significant support.	Students: - understand concepts and strategies for learning with some guidance - can learn facts and apply knowledge in familiar contexts with some support - are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: - apply familiar strategies to reinforce their learning with increasing independence - often recall and use knowledge with growing confidence - are beginning to transfer knowledge to new contexts - can reflect on and explain their ideas clearly to express what they could do better.	Students: - can consistently apply learning strategies confidently, accurately and independently - can independently use their knowledge in a variety of situations - can often apply knowledge to new contexts - can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning - often shares their ideas to grow and build knowledge.	Students: - use higher level thinking strategies to reflect on their learning - consistently connect ideas and concepts across different contexts - deepen their ideas, thinking and understanding - can use their learning in purposeful and innovative ways to make sense of complex ideas - consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension - read Year 1 texts, which include simple and compound sentences, with understanding of explicitly stated content - respond to questions during a teacher read-aloud, retell key details in response to prompting questions, and identify features of texts					
Critical Analysis make connections with texts that are read to them by thinking about and sharing their opinions and knowledge of topics and personal experiences.					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

Year 2 Reading Reporting Rubric



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Elements At the end of their second year at school, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment • read one- and two-syllable words with long-vowel graphemes, diphthongs, r-controlled vowels, and common prefixes and suffixes • read Year 2 texts, which include complex sentences, with accuracy, understanding of explicit content, expression, and appropriate reading rate	Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	Students: • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	Students: • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often shares their ideas to grow and build knowledge.	Students: • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension • make inferences about implied content • make statements about what the text helps them to understand					
Critical Analysis • make connections with texts that are read to them by thinking about and sharing their opinions and knowledge of other texts.					

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Year 3 Reading Reporting Rubric



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Elements At the end of their third year at school, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment • read multi-syllable words with a wide range of grapheme–phoneme correspondences, prefixes, and suffixes • read Year 3 texts, which are organised in paragraphs, with accuracy, understanding, expression, and appropriate reading rate	Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	Students: • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	Students: • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often shares their ideas to grow and build knowledge.	Students: • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension • make inferences based on ideas in the text and their prior knowledge • use information from different parts of a text to make a statement about the text’s key meanings or messages					
Critical Analysis • make connections with texts that are read to them by drawing on their knowledge of the world • discuss different ways a text could be viewed or understood.					

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Year 4 Reading Reporting Rubric



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Elements By the end of Year 4, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment • read Year 4 texts, which include some abstract and implicit content, with accuracy and expression that reflects their understanding	Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	Students: • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	Students: • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often shares their ideas to grow and build knowledge.	Students: • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension • make inferences based on information in the text • identify common structure, language, and visual features of poems, narratives, information texts, and persuasive texts and identify how these features are used to communicate ideas • summarise key ideas in sequence and draw a supported conclusion about the text					
Critical Analysis • identify how people or places are presented in a text and explain how that influences the audience's point of view • make connections within and between texts and with their own knowledge, experiences, and cultural understandings.					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

Year 5 Reading Reporting Rubric



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Elements By the end of Year 5, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment • read Year 5 texts, which include abstract ideas and implicit content, with accuracy and expression that reflects their understanding	Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	Students: • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	Students: • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often shares their ideas to grow and build knowledge.	Students: • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension • make inferences by drawing on related pieces of evidence in the text • explain how authors use structure, literal and figurative language, and visual features to suit their purpose and audience • summarise and draw a supported conclusion about a text					
Critical Analysis • compare how people, places, or ideas are represented in different texts and explain how these representations influence the audience • describe connections within and between texts and with their own knowledge, experiences, and cultural understandings.					

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Year 6 Reading Reporting Rubric



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Elements	Emerging	Developing	Consolidating	Proficient	Exceeding
By the end of Year 6, students who are proficient in reading can independently:					
Word Recognition and Reading Enrichment read Year 6 texts, which include abstract ideas and implicit content, with accuracy and expression that reflects their understanding	Students: - understand some concepts and strategies for learning with significant guidance and assistance - can make some connections and apply knowledge with significant guidance and assistance - make progress in line with goals described in their personalised learning plan with significant support.	Students: - understand concepts and strategies for learning with some guidance - can learn facts and apply knowledge in familiar contexts with some support - are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: - apply familiar strategies to reinforce their learning with increasing independence - often recall and use knowledge with growing confidence - are beginning to transfer knowledge to new contexts - can reflect on and explain their ideas clearly to express what they could do better.	Students: - can consistently apply learning strategies confidently, accurately and independently - can independently use their knowledge in a variety of situations - can often apply knowledge to new contexts - can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning - often shares their ideas to grow and build knowledge.	Students: - use higher level thinking strategies to reflect on their learning - consistently connect ideas and concepts across different contexts - deepen their ideas, thinking and understanding - can use their learning in purposeful and innovative ways to make sense of complex ideas - consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension - justify their inferences using evidence from the text and compare their interpretations with those of others - compare how effectively different texts use structure, language, and visual features to suit their purpose and audience - summarise and draw a reasoned conclusion about the whole text that connects the messages and meanings to broader ideas, concepts, or the author's purpose					
Critical Analysis - compare how people, places, or ideas are represented in different texts and explain how these representations influence the audience - identify bias in a text by recognising when an author presents only one side of the issue or omits key information to influence the audience - explain connections within and between texts and with their own knowledge, experiences, and cultural understandings.					

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Year 7 Reading Reporting Rubric



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Elements By the end of Year 7, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment • read texts that reflect the text specification expectations for Years 7–8 • adjust their reading expression and intonation according to the purpose of reading and the nature of the text	Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	Students: • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	Students: • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often shares their ideas to grow and build knowledge.	Students: • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension • make justified inferences within a text and at a whole-text level • draw reasoned conclusions about the author's purpose, message, or viewpoint, across different text forms, selecting evidence that supports their interpretation					
Critical Analysis • identify how positions and perspectives are represented and how texts are influenced by the time and place they were created.					

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Year 8 Reading Reporting Rubric



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Elements By the end of Year 8, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Word Recognition and Reading Enrichment • read texts that reflect the text specification expectations for Years 7–8 • adjust their reading expression and intonation according to the purpose of reading and the nature of the text	Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	Students: • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	Students: • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often shares their ideas to grow and build knowledge.	Students: • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflects on ideas to test, challenge and extend their knowledge.
Comprehension • make inferences across a range of texts, using evidence that includes subtle details and layered information • summarise and draw conclusions by synthesising evidence across a range of text forms to support coherent interpretation of the author's purpose, messages, or viewpoint					
Critical Analysis • compare how topics, people, places, or ideas are represented in texts and consider how these representations reflect or challenge particular positions or perspectives.					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

Year 9 Reading Reporting Rubric



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Elements By the end of Year 9, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Textual and Critical Analysis (Reading)	Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	Students: • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	Students: • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often shares their ideas to grow and build knowledge.	Students: • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflects on ideas to test, challenge and extend their knowledge.

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

Year 10 Reading Reporting Rubric



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Elements By the end of Year 10, students who are proficient in reading can independently:	Emerging	Developing	Consolidating	Proficient	Exceeding
Textual and Critical Analysis (Reading) - analyse how texts reflect, reinforce, or challenge dominant values and viewpoints of their time - examine how authors position their texts within literary traditions - interpret texts that reflect the text specifications for Years 9–10 using contextual knowledge and evidence and evaluate how authorial choices shape meaning - assess the credibility and intent of media and digital texts by evaluating the impact of misinformation, disinformation, and malinformation through analysis of language, source, and context - compare how features are used across different forms to influence audience response.	Students: - understand some concepts and strategies for learning with significant guidance and assistance - can make some connections and apply knowledge with significant guidance and assistance - make progress in line with goals described in their personalised learning plan with significant support.	Students: - understand concepts and strategies for learning with some guidance - can learn facts and apply knowledge in familiar contexts with some support - are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Students: - apply familiar strategies to reinforce their learning with increasing independence - often recall and use knowledge with growing confidence - are beginning to transfer knowledge to new contexts - can reflect on and explain their ideas clearly to express what they could do better.	Students: - can consistently apply learning strategies confidently, accurately and independently - can independently use their knowledge in a variety of situations - can often apply knowledge to new contexts - can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning - often shares their ideas to grow and build knowledge.	Students: - use higher level thinking strategies to reflect on their learning - consistently connect ideas and concepts across different contexts - deepen their ideas, thinking and understanding - can use their learning in purposeful and innovative ways to make sense of complex ideas - consistently reflects on ideas to test, challenge and extend their knowledge.

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.