



Who do I assess in my class?

The children who are in your Lowest 20% group will be identified during your Pupil Progress meeting with a member of SLT. These children are listed on your Pupil Progress spreadsheet with the data from their previous year group.

Reading Provision for Lowest 20%	Do I need to assess on PM Benchmarking?
Child is still accessing Read Write Inc and has a levelled book through this scheme.	No
Child is accessing Fresh Start as an intervention.	Yes
Child is accessing Whole Class Reading sessions in year group.	Yes

How do I know which PM Benchmarking Level to start on?

Use the following table and the child's data to determine where you start.

For example, if the child is accessing Whole Class Reading sessions in Year 5 and is achieving 'Working Towards' on the Year 5 NFER reading assessments, use the table as below:

Book Band	Reading Age	Age Related Expectations						PM Benchmark
		R	1	2	3	4	5	
LILAC	< 5.0							
PINK Band 1	5.0 – 6.5							1, 2
RED Band 2								3, 4, 5
YELLOW Band 3								6, 7, 8
BLUE Band 4								9, 10, 11
GREEN Band 5								12, 13, 14
ORANGE Band 6	6.5 – 7.0							15, 16
TURQUOISE Band 7	7.0 – 7.5							17, 18
PURPLE Band 8	7.5 – 8.0							19, 20
GOLD Band 9	8.0 – 8.5							21, 22
WHITE Band 10	8.5 – 9.0							23, 24
LIME Band 11	9.0 – 9.5							25, 26
KS2 BROWN	10.0 – 10.5							27
KS2 GREY	10.5 – 11.0							28
KS2 BLUE	11.0 – 11.5							29
KS2 RED	11.5 – 12.0							30

Go to the Year Group the child is working in.

The lightest Grey indicates 'Working Towards' year group expectations.

Level 27 is your suggested starting point for the PM Benchmarking assessment.

For example, if the child is **NOT** accessing Whole Class Reading sessions in Year 5, is completing a Fresh Start Intervention or accessing another year group, use the table as below:

Book Band	Reading Age	Age Related Expectations						PM Benchmark
		R	1	2	3	4	5	6
LILAC	< 5.0							
PINK Band 1	5.0 – 6.5							1, 2
RED Band 2								3, 4, 5
YELLOW Band 3								6, 7, 8
BLUE Band 4								9, 10, 11
GREEN Band 5								12, 13, 14
ORANGE Band 6	6.5 – 7.0							15, 16
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KS2 BLUE	11.0 – 11.5							29
KS2 RED	11.5 – 12.0							30

Go to the Year Group the child is working in/being accessed in.

The lightest Grey indicates 'Working Towards' year group expectations.
Middle grey = Expected
Dark Grey = Greater Depth
Use the Scaled Score from their Year group assessment to indicate level.


Choose the suggested level as your starting point for the PM Benchmarking assessment.

Example of Completed PM Benchmarking Assessment

Further details are in the PM Benchmarking Assessment book, which has been photocopied and given out:

[illegible]

Level 16



Retelling Indicators to Check for Understanding

Tick relevant boxes:

- Retold main events/facts without assistance from teacher prompts or book support. Yes ☒ No ☐
- Included supporting details of main events/facts. Yes ☐ No ☒
- Retold main events/facts using appropriate vocabulary. Yes ☒ No ☐
- Retold main events/facts coherently and confidently. Yes ☒ No ☐

PM Benchmark Reading Assessment

Name: Annaliese Bryant DOB: 12.03.02 Age: 6.13
 School: Parkview Class: Grade 2 Date of assessment: 19.02.09

Text: Emperor Penguins Level: 16 Text type: Information Report Running Words: 159

Comprehension Questions to Check for Understanding

Tick relevant boxes:

Literal

- How do Emperor penguins move about?
(They take small steps and rock from side to side. Sometimes they lie down and slide across the ice.) ☒
- How can Emperor penguins live all year round in such a cold, windy place?
(They have a layer of fat under their skin. Their feathers keep out the cold.) Feathers and a lot of fat. ☒
- Why do Emperor penguins have to be careful when out looking for food?
(Other animals like to catch penguins and eat them.) Some animals eat them. ☒

Inferential

- Why do Emperor penguins take small steps when they walk?
(because they have small feet / because they have short legs) ☒
- Why do you think the father penguin moves the egg quickly onto his feet as soon as it has been laid?
(If the egg gets cold the chick won't hatch out. / He has to keep the egg warm.) ☒
- Why can penguins slide across the ice?
(because ice is slippery) ice is wet and slippery ☒

Notes

- Demonstrated a strong demand for meaning.
- Still needs to take responsibility for searching further when an unfamiliar word does not link with visual information.

Teacher: E.V. Nelly

Reading Record – Summary

Errors			Self-Corrections			Accuracy	Reading Level		
M	S	V	M	S	V		Independent	Instructional	Difficult
13	15	11	4		8	95 %	>95%	50-95%	<90%

S.C. rate: 1: 2

Reading Behaviours Observed – Summary

- Knowledge and Skills:** Recognised most AFW. Often accepted (M) and (S) rather than monitoring and decoding text-specific vocabulary, e.g. shape/body.
- Strategies:** Some predictions S.C. by searching further to confirm (M) and/or (V). Read quickly, not always adjusting pace to pause and cross-check (V) information.
- Fluency:** Confidently read most of the text with fluency. Sometimes read quickly without responding to punctuation within and at the end of sentences.

Retelling Indicators – Summary

Confidently retold main facts in own words but did not add supporting text-specific details, such as how penguins walk or keep warm. Spoke coherently.

Level of Understanding		
Excellent	Satisfactory	Unsatisfactory
4	3	0-2

Comprehension – Summary

Questions Answered Correctly			Level of Understanding		
Literal	Inferential	Brief responses	Excellent	Satisfactory	Unsatisfactory
1st, 2nd, 3rd	1st, 2nd, 3rd		6	4-5	0-3

Recommendations for Future Development

- Include supporting details when retelling facts in non-fiction texts.
- Consolidate Level 16 and begin to introduce Level 17 texts.
- Use phonemic and phonological awareness to decode unfamiliar words.
- Self-monitor predictions by integrating (M) (S) and (V) information sources.
- Adjust pace according to text-type and difficulty.
- Pause and use expression in response to punctuation.

Refer to Teachers' Resource Book pages 32-39 for recommendations for future development.

Teacher: E.V. Nelly
 Date assessment summary completed: 19.02.09

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The 'Recommendations for Future Development' is the most important information which is gathered from the assessment. This should inform yourself and anyone who reads with this child (TA or Reading Support Volunteer).

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- Consolidate Level 16 and begin to introduce Level 17 texts.
- Use phonemic and phonological awareness to decode unfamiliar words.
- Self-monitor predictions by integrating (M) (S) and (V) information sources.
- Adjust pace according to text-type and difficulty.
- Pause and use expression in response to punctuation.

Inform the parents/carers on how they can use the recommended strategies to help their child when reading at home. A template has been provided for you.

After completing the assessment and using the analysis to establish the child's reading levels:

You will be able to highlight the following boxes:

Reading Record – Summary									
Errors			Self-Corrections			Accuracy: <u>95</u> %	Reading Level		
M	S	V	M	S	V		Independent >95%	Instructional 90-95%	Difficult <90%
13	15	11	4		8				
						S.C. rate: 1: <u>2</u>			

Reading Behaviours Observed – Summary	
1. Knowledge and Skills:	Recognised most HFW. Often accepted (M) and (S) rather than monitoring and decoding text-specific vocabulary, e.g. shape/body.
2. Strategies:	Some predictions S.C. by searching further to confirm (M) and/or (V). Read quickly, not always adjusting pace to pause and cross-check (V) information.
3. Fluency:	Confidently read most of the text with fluency. Sometimes read quickly without responding to punctuation within and at the end of sentences.

Retelling Indicators – Summary	
Confidently retold main facts in own words but did not add supporting text-specific details, such as how penguins walk or keep warm. Spoke coherently.	

Comprehension – Summary	
Questions Answered Correctly	
Literal	1st 2nd 3rd
Inferential	1st 2nd 3rd
Brief responses.	

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0-2

Level of Understanding		
Excellent 6	Satisfactory 4-5	Unsatisfactory 0-3

If a child is reading at 'Independent Level' and scores 'Excellent' on their Comprehension and Retelling sections, then they can be assessed on the next level. If they scored 'Satisfactory' then use your teacher judgement and knowledge of the child to decide whether they stay on this level for a while longer or move up to the next level if you feel they will cope with the challenge.

If the child can read the text at an 'Independent or Instructional level', however on the Comprehension and Retelling section the score 'Unsatisfactory', then the child has no issue phonetically with reading that level but does not understand what they have read. You can keep them on this level or move them down a level if you feel that it is beneficial.

Once you have established the child's PM Benchmarking level and completed the assessment with the 'Recommendations for Future Development', then use the following tables to establish the child's Book Band/Oxford Reading Tree Level. The Oxford Reading Tree levels are split in each Book Band so you can pick a lower level in the book band if you feel the child is 'Just' at that Book Band level.

Book Band	Reading Age	Age Related Expectations						PM Benchmark
		R	1	2	3	4	5	
LILAC	< 5.0							
PINK Band 1								1, 2
RED Band 2								3, 4, 5
YELLOW Band 3	5.0 – 6.5							6, 7, 8
BLUE Band 4								9, 10, 11
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Equivalent Book Bands for the PM Benchmarking levels.

The Key Stage 2 Book Band colours (Brown, Grey, Dark Blue and Red) have more Oxford Reading Levels to best support your Teacher Judgement.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	Grey
		12	
		13	
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
		16	
Year 5 / Primary 6	9-10 years old	17	Dark red
		18	
		19	
Year 6 / Primary 7	10-11 years old	20	

Key Stage 2 Struggling Readers:

Children who are in Key Stage 2, particularly Upper KS2 Year 5 and Year 6, might come out with an BB/ORT level equivalent to Key Stage 1. To support their growing confidence and help to create a love of reading, use the equivalent Key Stage 2 ORT. These are the same level but more mature and inline with their age and interests.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
		8	Purple
		9	Gold
Year 2 / Primary 3	6-7 years old	10	White
		11	Lime
		12	Lime +
		8	
		9	
		10	Brown
		11	
		12	
		13	Grey
Year 3 / Primary 4	7-8 years old	14	
		15	
		16	Dark blue
Year 4 / Primary 5	8-9 years old	17	
Year 5 / Primary 6	9-10 years old	18	Dark red
Year 6 / Primary 7	10-11 years old	19	
		20	

Why do Levels 8-12 overlap?

One unique feature of the Oxford Reading Levels is the overlay between text difficulty and children's emotional maturity in the crucial transition from 'learning to read' to 'reading to learn'. It means that we are able to provide suitable books for very capable 6-7 year olds and books that are less challenging but still age-appropriate for older children who are reluctant and/or slower to progress.

Supporting the child with their reading:

Once the child has been given the correct BB/ORT levelled book, use the 'Individual Reading Record' to guide the child's reading choices through this level. They should be encouraged to read from several genres. Teaching Assistants should discuss book choices with the child and encourage children to read about topics or issues they don't know about. Do not let the child pick on their own book when changing - these need to be deliberate choices.

Child		Year / Cohort		Teachers	
GOLD L9					
Title	Date	Read	Returned	Condition notes	
In Each					
Spread the word					
Flying Kites					
Flight or Fight					
Big Ears and Sticky Fingers					
Your Body Inside Out					
Rubbish, Hide and Secrets					
Traditional Tales					
East of the Sun, West of the Moon					
Story Sparks					
Super Hero Bunny League in Space					
The Two Finlay Hobbits					
Grandma and the Leopard					
The Football Card Coach					
Super-Power Scary					
Ellie's Umbrella					
Word Sparks					
The Secret Story of Springs					
Frank the Not-So-Boring Fish					
A Tortoise Keeper's Diary					

Child		Year / Cohort		Teachers	
GREY L13					
Title	Date	Read	Returned	Condition notes	
In Each					
Flashes and Bangs					
Time Zones					
Evolution Species					
Chickens					
Tramadolium United					
King Arthur Needs You					
Greatest Stories					
Decisions, Decisions					
Peter and the Wolf					
Changing Shapes					
Bookerful					
Roller's Chance					
Geography and the Particle Ray Mystery					
Who Zips and the Gigantic Turtles					
Splendid Side					
Genius, Don't Mess					
A World of Miracles					
Reflect Fiction/Non-Fiction					
New Fiction: The Wreckers					
Winners of WW2					
The Colours of Life					
The Brownies of the					
Team Rascal					

When do I reassess a child?

Reassessment points officially take place three times a year inline with the LDST Assessment points. However, if you feel the child has read enough books in the book band and has made good progress, then use your Teacher Judgement and reassess said child.

Reading Fluency

We place high importance on improving children's reading fluency as an essential ingredient for comprehension; fluent readers can understand content more fully as they can devote cognitive resources to comprehension rather than decoding. Fluency acts as a bridge between word recognition and comprehension, making it a vital skill in reading development. We value the opportunity for shared reading as the teacher models the reading process to the whole class as an expert, providing the support needed. The children are expected to join in and demonstrate fluency in their reading.

When reading with a child, please make sure everyone understands the following strategies:

- **Modelled Reading:** Teachers read aloud to demonstrate fluent reading using good modelled prosody, which helps children understand how fluent reading sounds and looks.
- **Partner Reading:** Children are paired to read together, taking turns reading aloud and offering each other feedback on pronunciation and expression.
- **Echo Reading:** The teacher reads a sentence or passage aloud, and the children repeat it, mimicking the teacher's fluency, tone, and intonation.
- **Think Alouds:** By verbalising their thinking while reading a text, teachers demonstrate how good readers actively engage with and make sense of what they read. This helps students develop their own reading strategies and comprehension skills.

Tell the adult (TA or Volunteer) which strategy you would like them to use with the child they are listening to.

Parental Support

Use the 'Parental Support Slips' to inform parents of how they can help their child make progress at home. Send these home in their reading record and discuss with parents at Parents Evening.