

Reading Assessment – Black (school to monitor disparity between interim standards, SATS test and this)

Decoding	Personal Responses to text	Retrieval and literal understanding of text	Inference	Writer's intentions and language choices	Structure and presentational features
<p>Uses the context to decipher the meaning of unknown words.</p> <p><u>Applies their growing knowledge of root words, prefixes and suffixes to their decoding</u></p>	<p><u>Reads frequently and independently, choosing different text types for both enjoyment and purpose. (e.g. newspapers, diaries, fiction, information text, explanation, myths, legends, modern fiction, fiction from our literary heritage, books from other cultures and traditions).</u></p> <p>Reads aloud fluently with intonation, expression and change in volume, showing a good understanding of the text and audience.</p> <p><u>Reads aloud and recites previously prepared poems and plays showing a good understanding of the rhythm, intonation and expression appropriate for different types of poems.</u></p> <p>Uses their comprehension skills to accurately deduce the appropriate volume and expression when performing.</p> <p>Performs unfamiliar poems paying attention to the structure and conventions in their reading.</p> <p><u>Discusses a wide range of fiction, poetry, plays and non-fiction with detail and thought.</u></p> <p><u>Explains and justifies preferences for what they have read, comparing different texts and parts within a text, giving evidence for their opinions.</u></p> <p><u>Recommends and discusses books with their peers, discussing preferences and adapting suggestions.</u></p> <p>Shows knowledge of a number of well-known authors stating reasons for their favourites.</p> <p>Shows an interest in finding texts of similar style or content by different authors.</p>	<p><u>Selects, retrieves and presents information from across a text in order to answer a question.</u></p> <p><u>Summarises ideas both from individual paragraphs and across whole texts, providing sufficient details.</u></p> <p><u>Comments supported by relevant evidence or quotation from the text.</u></p> <p><u>Checks that the book makes sense to them, and asks questions to check their understanding.</u></p> <p><u>Distinguish between fact and opinion.</u></p>	<p><u>Justifies inference using evidence from different points of the text (e.g. you know she was lying because earlier in the story she overheard the two boys talking).</u></p> <p>Makes inferences about the influence of different time periods and events on the text (e.g. the poem is written when the war just broke out and the poet thought it'd be glorious. He didn't yet realise the horrors of war).</p> <p><u>Is able to compare within and across books....</u></p> <p>Identifies and discuss complex, underlying themes and conventions in a range of texts. (e.g. obsession with celebrity culture, corruption etc).</p> <p><u>Predicting what might happen from details stated and implied.</u></p>	<p><u>Gives clear reasons as to why a writer made particular vocabulary choices and explains the image created, suggesting changed or improvements (e.g. the writer chose the word 'steed' to show that it was a magnificent animal. If he had just called it a donkey, it would've seemed ordinary).</u></p> <p><u>Discusses the impact and effect of a writer's vocabulary choices upon the reader.</u></p> <p>Suggests how different vocabulary choices would have altered or given a different effect.</p> <p>Compares the language choices in different texts, explaining their similarities, differences and effect.</p> <p><u>Shows a good understanding of how a writer deliberately manipulates sentence length and construction (e.g. he uses short simple, sentences to show the character is excited by his gift followed by an extremely long, complex sentence to show he is taking deliberate care with his present).</u></p> <p><u>Identifies when a writer makes deliberate punctuation choices and explains the effect (e.g. the writer uses ellipses to show that Katie is lost in her own thoughts).</u></p>	<p>Explains the effect of different structures in narrative (e.g. he uses a flashback to draw the reader in at the most exciting point and makes them intrigued as to what the main character did to deserve his punishment).</p> <p>Begins to analyse and understand more complex narrative structures (e.g. the presence of a sub-plot).</p> <p>Comments on how effective the structure and layout in non-fiction text is at providing clarity and accessibility to the reader, suggesting improvements where necessary.</p> <p><u>Compares structure, features and presentation of different texts</u></p> <div style="border: 2px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Termly Assessment</p> <p>To highlight a statement evidence must be seen on several occasions. To assess the stage at which the child is performing, count up highlighted statements and indicate in the correct box.</p> </div>

Emerging: 6E
6E: 5 - 7
6E+: 8 - 15 statements



Developing: 6D
6D: 16 - 20 statements
6D+: 21 - 23 statements



Secure: 6S
24 - 29 statements achieved
including all NN's



Mastery: 6S+
30 - 32 statements embedded and applied in a range of

