Reading Assessment – Purple

Decoding	Personal responses to texts	Retrieval and literal understanding of text	Inference	Writer's intentions and language choices	Structural and presentational features
Reads words correctly containing all phoneme grapheme correspondences as shown in the phonics routeway. Identifies unusual correspondences in spelling and sound and spells these correctly in some words (e.g. 'kn' in knight). Decodes unfamiliar words accurately and with some speed. Tests pronunciation of unknown words often choosing the correct pronunciation based on their prior knowledge. Reads and understands the meaning of prefixes: sub, inter, super, anti, auto Reads and pronounces correctly words with suffixes: ation, ly, y, le, ic, ally, sure, ture, er, tch, sion, tion, cian, ssion, ous. Read and understand all Year *3/4* common exception words accurately. Reads and understands the meaning of a greater range of homophones and near homophones.	Reads frequently and independently, showing some interest in different text types (i.e. poetry, plays, fiction, non-fiction, newspapers). Reads aloud fluently with some intonation, expression and change in volume. Prepares and reads aloud different types of poem (and playscript), showing an understanding of rhythm, intonation and expression. Discusses a range of fiction, poetry, plays and non-fiction that they have read in some detail. Takes turns in discussion, listening to and building upon the responses of others (e.g. I agree with this opinion because ... and also think this shows ...). States and gives simple justification for preferences independently Chooses appropriate texts to read independently, showing some preference for different authors/styles and explaining their choices (e.g. I read a book by Jeff Kinney before and thought it was funny so I think I'll enjoy this book)	Explains literal understanding of the text in some detail, giving some words or phrases to support judgments. Retrieves and records information From across a text in both fiction en non-fiction (e.g. can identify the main points in a persuasive letter). Distinguishes between statements of fact and opinion. Explains simply their understanding of both classic and contemporary poetry (e.g. a narrative poem/a non-rhyming poem). Summarising main ideas from than one paragraph. Asks their own questions to improve their understanding of the text.	Consistently justifies simple inferences (e.g. about a character's thought, feelings, motivations) with evidence from the text using 'why' or 'because'. Makes detailed and relevant predictions about what might happen next based on what has previously been stated and implied. Begins to make more complex inferences. Identifies more complex themes in a range of fiction (e.g. friendship)	Uses a dictionary to check the meaning of unfamiliar words in a text. Identifies some deliberate choices made by the writer (e.g. weather to create atmosphere — the writer makes it seem spookier by setting the story at night during a thunder storm). Identifies some figurative language in a text and explains the image created (e.g. the metaphor 'his blood boiled' creates a picture that he is angry). Suggests reasons as to why a writer may have chosen a particular word. Shows awareness of why s writer chooses simple punctuation (e.g. the writer uses exclamation marks to show she is excited). Shows an understanding of the purpose and audience of a text (e.g. it is persuading customers to buy fairtrade). Suggests how a writer could make some improvements to achieve a desired effect (e.g. it would have been funnier if...)	Identifies similarities and differences in the structure and layout of different text types, giving some reasons as to why. Identifies and explains the function and effect of different organisational and presentation features in non-fiction, including: bullet points, headings and subheadings, text boxes, captions, diagrams, glossary (e.g. the purpose of sub-headings to make it easy to locate information). Chooses whether the content or index page is the most appropriate way to locate information. **Termly Assessment** 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.