

Reading Assessment – Orange

| Decoding | Personal Responses to text | Retrieval and literal understanding of text | Inference | Writer's intentions and language choices | Structure and presentational features |
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| <p>Pronounces unfamiliar words usually accurately.</p> <p><u>Reads and pronounces correctly words with suffixes: tious, cious, cial, tial, ance, ant, ence, ent, ably, able, ible.</u></p> <p>Understands the meaning of hyphenated words.</p> <p><u>Continues to read and understand the meaning of a wider range of homophones (e.g. advice/advise, practise/practice).</u></p> <p><u>Reads all words in an age-appropriate text accurately</u></p> | <p><u>Reads frequently and independently, showing interest in a number of different text types (e.g. fiction, newspaper articles, information books, myths, legends modern fiction, fiction from our literary heritage, other cultures and traditions).</u></p> <p><u>Reads aloud fluently with intonation, expression and change in volume.</u></p> <p><u>Reads aloud and recites from memory different types of poetry and plays showing a good understanding of rhythm, intonation and expression.</u></p> <p><u>Discusses a wide range of fiction, poetry, plays and non-fiction with some detail.</u></p> <p><u>Builds on the ideas of others in discussion and challenges their views.</u></p> <p><u>Explains and justifies preferences for what they have read, giving some evidence from the text.</u></p> <p><u>Recommends books to their peers, giving reasons for their choices</u></p> | <p>Explains information in fiction and non-fiction in detail or giving a synopsis.</p> <p><u>Summarises the content of across paragraphs clearly.</u></p> <p><u>Retrieves and presents information accurately from a wide range of age appropriate fiction and non-fiction.</u></p> <p><u>Applies retrieval skills when reading in other subjects (e.g. when researching an historical figure to answer a question).</u></p> <p><u>Asks their own questions to improve their understanding of the text.</u></p> <p>Distinguish between fact and opinion.</p> | <p><u>Begins to make complex inferences using evidence from across a text where necessary.</u></p> <p>Begins to explain inferences in detail (e.g. providing several pieces of evidence to support an opinion of a character).</p> <p><u>Makes comparisons between characters, setting and versions of events, explaining ideas clearly within and across texts.</u></p> <p>Identifies underlying themes and conventions in a range of texts (e.g. isolation, heroism).</p> <p><u>Predicts what might happen from details stated and implied.</u></p> | <p>Identifies historical words and suggests their meaning within context relating them to the modern term.</p> <p><u>Suggests reasons as to why a writer made particular vocabulary choices and explains the image created (e.g. The writer says they are 'being bombarded by a hail of bullets' makes it sounds as though bullets are raining down on them.)</u></p> <p>Identifies and explains the effect of slang, dialect and colloquial language in a text.</p> <p><u>Identifies figurative language, including extended imagery and explains the image created.</u></p> <p>Identifies some deliberate manipulation of sentence length and construction (e.g. he uses short sentences to show the character is excited).</p> <p>Some awareness of why a writer chooses different punctuation (e.g. the writer uses ellipses to create suspense).</p> <p><u>Explains, giving some reasons, how well a text achieves its intended purpose (e.g. it is very persuasive because...).</u></p> | <p><u>Makes simple comments about more complex structures in narrative (e.g. he uses a flashback as he tells you he is being sent to a prison camp in the desert and then goes on to tell you what he did wrong).</u></p> <p>Knows and can identify the typical features of a range of fiction genres (e.g. historical fiction, stories from other cultures, fables, mysteries etc).</p> <p>Comments on the effectiveness of the structure and layout of fiction, poetry and non-fiction texts.</p> <p><u>Identifies and clearly explains the purpose and effect of a range of organisational features in non-fiction (e.g. questions used as headings, a cyclical diagram to show a repeating process etc).</u></p> <div style="border: 2px solid orange; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Termly Assessment</p> <p style="text-align: center;">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: 5E
5E: 5 - 9 statements
5E+: 10 – 16 statements

Developing: 5D
5D: 17-22 statements
5D+: 23 – 25 statements

Secure: 5S
5S: 26 - 31 statements
achieved including all NN's

Mastery: 5S+
32 - 34 statements embedded and applied in a range of contexts.