

Reading Assessment – Red

Decoding	Personal responses to text	Retrieval and literal understanding of text	Inference	Writer's intentions and language choices	Structure and presentation features
<p><u>Reads at speed most words within spoken vocabulary (decoding may be necessary but is at speed to not impact on fluency).</u></p> <p>Phonetically decodes words outside spoken vocabulary.</p> <p><u>Makes plausible attempts to pronounce unknown words.</u></p> <p><u>Reads aloud and understands the meaning of prefixes: un, dis, mis, in, ill, im, re (e.g. knows that 'un' in unhappy changes happy to mean sad).</u></p> <p><u>Usually reads and pronounces correctly words with suffixes: ation, y, le, ic, ally, sure, ture, er, tch, sion, tion, cian, ssion, ous.</u></p> <p>Reads words correctly containing the grapheme phoneme correspondences indicated in the phonic routeway.</p> <p><u>Reads all of the Year 2 common exception words accurately.</u></p> <p><u>Reads and understands 50% of the Year3/4 common exception words accurately.</u></p> <p>Breaks long words into syllables.</p> <p>Reads and understands the meaning of some homophones and near homophones (e.g. grate/great meddle/medal).</p> <p>Reads aloud showing awareness of punctuation (full stops, exclamation marks, question marks and speech marks)</p>	<p>Reads independently (i.e. silently without adult support).</p> <p><u>Enjoys reading a variety of texts, including stories, poems, plays and information books.</u></p> <p><u>Understands there are different purposes and ways of reading (e.g. skim reading for key facts).</u></p> <p>Reads aloud with some intonation and some expression.</p> <p><u>Prepares poems/play scripts showing some intonation and expression.</u></p> <p><u>Discusses and expresses views on a range of fiction, poetry, plays and non-fiction which they have read or had read to them.</u></p> <p><u>Takes turns in discussions about texts, listening to and making simple responses to the opinions of others (e.g. I-agree/disagree because)</u></p> <p>Justifies personal preferences with some support or through questioning.</p> <p>Chooses appropriate texts to read independently, showing some preference for different styles.</p> <div style="border: 2px solid red; padding: 5px; text-align: center;"> <p>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.</p> </div>	<p><u>Retells stories from start to finish with some details, including some myths and legends.</u></p> <p><u>Summarises key points in fiction and information texts.</u></p> <p><u>Explains literal understanding of text in some detail.</u></p> <p>Explains the meaning of words and phrases within the context of the text.</p> <p><u>Retrieves and records information from fiction and non-fiction texts (e.g. uses information texts to find out about the habitats of polar bears).</u></p>	<p><u>Infers a character's feelings, thoughts, motives and emotions through their actions.</u> <u>Begins to justify inferences with evidence from the text.</u></p> <p><u>Asks questions to improve their understanding of the text.</u></p> <p><u>Makes detailed and relevant predictions about what might happen next based on what has previously been stated in the text and their wider reading.</u></p> <p><u>Identifies simple themes in narrative (e.g. the triumph of good over evil, magical devices in fairy tales).</u></p>	<p>Understands and discusses the meaning of new words they encounter and how they fit within the context of the text.</p> <p>Begins to use the context of the text/sentence to identify the meaning of unfamiliar words.</p> <p>Suggests some simple reasons for how a writer portrays a character in fiction.</p> <p><u>Identifies vocabulary/phrases they particularly like or think is effective, giving simple reasons as to why.</u></p> <p><u>Discusses words that capture their imagination/create a powerful image in their head.</u></p> <p>Proves or disproves a statement by selecting specific vocabulary from the text (e.g. the word elated shows he is happy).</p> <p><u>Uses a dictionary to check the meaning of unfamiliar words in a text.</u></p>	<p><u>Shows some awareness of the features of different narrative genres (e.g. knows that in myths characters often include gods and goddesses and mythical creatures, that the hero often participates in a quest etc).</u></p> <p><u>Identifies some conventions of different types of non-fiction (e.g. greetings, address etc in letters, use of first person in some recounts etc).</u></p> <p>Identifies and can discuss the purpose and value of some presentational devices in non-fiction (e.g. bullet points, diagrams, sub-headings) .</p> <p>Identifies similarities and differences in the structure and layout of non-fiction texts and discusses how this effects their clarity and meaning.</p> <p><u>Recognises that the structure and composition of poetry can differ (e.g. rhyming and free verse, haikus etc).</u></p> <p>Uses contents and index pages to locate information</p>

Emerging: 3E
3E: 5 - 10 statements
3E+: 11 – 20 statements

Developing: 3D
3D: 21-29 statements
3D+: 30 – 32 statements

Secure: 3S
32 - 39 statements including all NN's

Mastery: 3S+
40 -42 statements embedded and applied in a range of contexts.