



**Mowden**  
Infant & Junior Schools

# Reading Assessment

Word Reading	Comprehension
<ol style="list-style-type: none"> <li>1. I can read common words containing taught GPC.</li> <li>2. I can read common exception words, noting unusual Grapheme Phoneme Correspondences (GPCs) and where these occur in the word (HFW)</li> <li>3. I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. (Secure at phase 5 phonics)</li> <li>4. I can read some words of more than one syllable containing taught GPCs.</li> <li>5. I show awareness of punctuation marks, e.g. full stop, question mark and exclamation mark.</li> <li>6. I can read with pace &amp; expression, i.e. pause at full stop; raise voice for question.</li> <li>7. I can read words with contractions e.g. I'm, I'll and understand that the apostrophe represents the letter omitted.</li> <li>8. I demonstrate confidence in word reading when re-reading texts.</li> <li>9. I can begin to identify when reading does not make sense and can attempt to self-correct.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use my knowledge of sentences, grammar and context to make sense of what I am reading.</li> <li>2. I can use what I know to help me understand new words.</li> <li>3. I can re-tell what I have read with considerable accuracy.</li> </ol>
	<p>Inference</p>
	<ol style="list-style-type: none"> <li>1. I can use my prior knowledge to help me understand a text.</li> <li>2. I can make plausible predictions about an unknown story, using the title and other book features.</li> <li>3. I can make plausible predictions about the plot using what has been read so far.</li> <li>4. I can show my understanding of a text in discussion.</li> <li>5. I can use reasonable inference at a basic level, e.g. identifying who is speaking in a story.</li> </ol>
	<p>Language for Effect</p>
	<ol style="list-style-type: none"> <li>1. I am beginning to discuss the particular features of texts, e.g. story language, use of fonts, text features, language choices.</li> </ol>
<p>Themes and Conventions</p>	
<ol style="list-style-type: none"> <li>1. I am familiar with key stories, fairy stories and traditional tales and can retell with some detail.</li> <li>2. I know the difference between fiction and non-fiction text.</li> </ol>	

Year 2		
Word Reading	Comprehension	
<ol style="list-style-type: none"> <li>1. I can read most words quickly and accurately, without overt sounding out, when they have been frequently encountered.</li> <li>2. I can read further common exception words, noting unusual GPCs and where these occur in the word.</li> <li>3. I can read accurately by blending the sounds in words that contain the graphemes taught so far, including recognising alternative sounds for graphemes (secure at phase 6)</li> <li>4. I can read accurately words that contain 2 or more syllables.</li> <li>5. I show awareness of punctuation marks, e.g. pausing at full stops when reading with expression and intonation, taking into account when question marks, exclamation marks and inverted commas for dialogue are used.</li> <li>6. I can identify when reading does not make sense and self-correct.</li> <li>7. I can read ahead to help with fluency &amp; expression.</li> <li>8. I can comment on plot, setting &amp; characters in familiar &amp; unfamiliar stories.</li> <li>9. I can identify past/present tense.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can discuss reasons for events in books and how items or events are related by using textual reference.</li> <li>2. I can summarise a story, giving the main points in the correct sequence.</li> <li>3. I can use what I know to help me understand a wider range of new words.</li> </ol>	
		Inference
		<ol style="list-style-type: none"> <li>1. I use straightforward inference to explain about events and information e.g. why a character acted in a certain way.</li> <li>2. I can make plausible predictions about a text using a range of clues (e.g. books by the same author, books on a similar theme, book title, cover and blurb)</li> </ol>
		Language for Effect
		<ol style="list-style-type: none"> <li>1. I can recognise simple recurring literary language in stories and poetry.</li> <li>2. I can discuss why words are effective in context.</li> </ol>
		Themes and Conventions
	<ol style="list-style-type: none"> <li>1. I am increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell in detail.</li> <li>2. I can discuss main themes and events.</li> <li>3. I can identify a few basic features of organisation at text level.</li> <li>4. I show some awareness that writers have viewpoints and purposes e.g. it tells you how to do something, 'she thinks it's not fair'</li> <li>5. I can use a contents, index, glossary and layout to locate information in non-fiction texts.</li> </ol>	

Year 3	
Word Reading	Comprehension
<ol style="list-style-type: none"> <li>1. I can read independently and fluently using a range of strategies</li> <li>2. I can comment on the way characters relate to one another.</li> <li>3. I show a developing awareness of punctuation marks when reading aloud; pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets</li> <li>4. I can recognise how commas are used to give more meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can quote directly from the text to support thoughts and discussions.</li> <li>2. I can retrieve and record information from texts (fiction and non-fiction), identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>3. I can locate information by skimming (for a general impression) and scanning (to locate specific information)</li> <li>4. I can use text marking to support retrieval of information or ideas from texts (highlighting, notes in the margin)</li> <li>5. I can explain the meaning of ambitious words read in context.</li> </ol>
	Inference
	<ol style="list-style-type: none"> <li>1. I can infer characters' feelings, thoughts and motives from their actions, description and dialogue, and justify inferences with evidence.</li> <li>2. I can make plausible predictions about a text using a range of clues (e.g. books by the same author, books read on a similar theme and wider personal experiences)</li> <li>3. I can discuss how characters are built from small details and can recognise how a character is presented in different ways, by referring to the text (<b>Themes and Conventions</b>)</li> <li>4. I can sometimes empathise with different characters' points of view in order to explain what characters are thinking / feeling and the way they act.</li> </ol>
	Language for Effect
	<ol style="list-style-type: none"> <li>1. I can comment on the authors' choice of language and its effect on the reader and the images and atmosphere it creates e.g. 'a foul felon' in a newspaper report about a burglar.</li> </ol>
Themes and Conventions	

1. I can understand the purpose of paragraphs / chapters.
2. I am beginning to identify non-fiction text types by identifying their language features.
3. I can explore straightforward underlying themes and ideas (those that are not clearly signalled at a literary level) in an appropriate level text.
4. I can recognise different forms of poetry.
5. I can use knowledge of the alphabet to locate information and check the meaning of words in a dictionary.
6. I am beginning to identify differences between a wider range of fiction (e.g. myths and legends and fairy stories)

**Year 4**

**Word Reading**

1. I can read aloud with pace, fluency and expression.
2. I show awareness of punctuation marks when reading aloud, pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets.
3. I can apply my growing knowledge of root words, prefixes and suffixes when reading (Appendix 1)
4. I can give a personal point of view on a text.
5. I can re-explain a text with confidence.

**Comprehension**

1. I can skim and scan to identify key ideas within a text and/or answer a question.
2. I can use knowledge of the text structure to locate information.
3. I can use quotations and text references to support ideas and arguments.
4. I can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity)
5. I can explore comparisons and alternatives that have occurred in texts (e.g. a different ending), referring to the text to justify my ideas.

**Inference**

1. I can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
2. I can identify relationships between characters, explaining the effects this has on the reader.

**Language for Effect**

1. I can identify and comment on authors' choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description.
2. I begin to understand that figurative language creates images.

**Themes and Conventions**

1. I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
2. I can identify the point of view from which a story is told and how that affects the readers' response (authors' bias)
3. I can identify and explain the difference between fact and opinion.
4. I can begin to identify the purpose, audience and organisation of different fiction/ non-fiction texts and evaluate the success of each of these elements.

**Year 5**

**Word Reading**

1. I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.
2. I can understand and explain the function of sophisticated punctuation: speech marks for dialogue, commas, ellipsis and brackets, apostrophes, semi-colons, colons and dashes.

**Comprehension**

1. I can retrieve and collate key information from a range of sources.
2. I can summarise information from different points in the same text.
3. I can distinguish between statements of fact and opinion.
4. I can discuss how a character can be seen in different ways, depending on how an author chooses to portray them.
5. I begin to refer and quote from the text to answer questions, clarifying my thinking by elaborating and justifying views.

**Inference**

1. I can identify explicit and implicit points of view in texts (layers of meaning e.g. a war story at surface level might tell about life in the trenches but a deeper understanding may make a case against war) (Themes and Conventions)
2. I can infer messages, moods, feelings and attitudes across a text e.g. how a message can be inferred through referring back to different points in the text where things have been implied.

**Language for Effect**

1. I begin to recognise the use of irony and comment on the authors' intent (sarcasm, insincerity and mockery) (covers all four strands).
2. I can discuss the difference between literal and figurative language and the effects and the impact of imagery on the reader.

**Themes and Conventions**

1. I can identify the purpose, audience and organisation of different fiction/ non-fiction texts and evaluate the success of each of these elements (Language for Effect)
2. I can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction such as decisions about plot structure, flashbacks and flash-forwards; in non-fiction looking at devices and decisions that the writer has made in multi genre texts)
3. I can identify the significance of information, ideas or event (turning point) in a text as a whole (e.g. how one small incident altered the course of the story)
4. I begin to discuss the message a text has about our society, a particular culture or traditions from the past.

**Year 6**

Word Reading

Comprehension

1. I can apply my knowledge of morphology and etymology, both to read and understand the meaning of new words.

2. I can summarise information from different points in the same text or across a range of texts.
3. I can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.
4. I can evaluate the relationships between characters and how this behaviour impacts on the story.
5. I can refer and quote from the text to answer questions, clarifying my thinking by elaborating and justifying views.
6. I can combine information from different reading sources with increasing precision to produce meaningful information (e.g. by referring to other sources of information beyond the main text to support an argument or justification or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience)

Inference

1. I can identify explicit and implicit points of view in texts (layers of meaning e.g. a war story at surface level might tell about life in the trenches but a deeper understanding may make a case against war) and begin to unpick and *evaluate* them.
2. I can recognise and explain the reasons why authors make different language choices at different points in the text and how this effects the reader.

Language for Effect

1. I can recognise the use of irony and comment on the authors' intent (sarcasm, insincerity and mockery)

Themes and Conventions

1. I can look at the organisation of a variety of texts:
  - i. explaining the overall effect of presentational features
  - ii. discussing the effectiveness of cohesion within paragraphs
2. I can give a detailed insight into how the structural choices support the writers' theme or purpose (e.g. decisions about plot structure, mapping character development in a whole text)
3. I can discuss a range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoint, how a writer organises information so that a reader can compare and contrast ideas)

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|  | <ol style="list-style-type: none"><li>4. I can reflect on the significance of information, ideas or events (turning point) in a text as a whole (e.g. how one small incident altered the course of the story)</li><li>5. I can discuss the purpose and audience of different texts, <i>evaluating</i> their success.</li><li>6. I can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within which the writer has written or the context of you as a reader) and how this can change over time.</li></ol> |
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