



Name:

Stage 4		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Comprehension		<p>I can generally read fluently, decoding most new words.</p> <p>I am beginning to read further exception words.</p>	<p>I can read most words effortlessly and attempt to decode unfamiliar words with increasing automaticity.</p> <p>I can read further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</p>	<p>I can read a wider range of challenging texts that are above chronological age, with fluency and understanding.</p>
	Word Reading	<p>I am developing a positive attitude towards reading and my understanding of the text.</p> <p>I am reading accurately at speed with appropriate intonation.</p> <p>I will re-read a passage to ensure my understanding.</p> <p>I read a variety of texts around known authors.</p> <p>I can use a contents page in non-fiction texts to retrieve information and I can use the index with support.</p> <p>I read independently and show an understanding of what I have read. My understanding is demonstrated by the skills below:</p> <p>I can recognise themes in stories such as good vs. evil and personal journeys.</p> <p>I can identify text types and their conventions (newspaper headlines, letters)</p> <p>I can predict what might happen from specific details implied, such as a character's feelings.</p> <p>With support, I can discuss how an author has used key phrases to create an effect.</p>	<p>I have developed a positive attitude towards reading and my understanding of the text.</p> <p>I can confidently read aloud and perform with clear intonation to show understanding.</p> <p>When reading silently, I check that the text makes sense by questioning unfamiliar words and phrases.</p> <p>I read books that are structured in different ways and read for a range of purposes.</p> <p>I am beginning to choose from a wider range of books, including new authors not previously chosen.</p> <p>My recognition of a variety of genres is widening. (e.g. first person writing for diaries and numbering for instructions.)</p> <p>I read independently and show an understanding of what I have read. My understanding is demonstrated by the skills below:</p> <p>I can discuss the style and type of vocabulary used by the author to support comprehension of texts.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p> <p>I can draw inferences from characters feelings, thoughts and motives that justify their actions and support these views with evidence from the text.</p> <p>I can justify my predictions with evidence from the text.</p> <p>I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>I can use a dictionary to check the meaning of words that I have read.</p> <p>I can confidently record and retrieve information from non-fiction using contents and indexes.</p> <p>I am recognising an increasing range of different forms of poetry.</p>	<p>I have developed a positive attitude towards reading and my understanding of the text.</p> <p>I am reading silently with increasing stamina and can evaluate the text.</p> <p>I show awareness of an audience when reading out loud, selecting a range of appropriate techniques to suit.</p> <p>I can discuss texts from a wider variety of writers, referring to their writing styles and themes.</p> <p>When using non-fiction texts, I can explain the purpose and am able to use organisational devices such as glossaries.</p> <p>I read independently and show an understanding of what I have read. My understanding is demonstrated by the skills below:</p> <p>I can use inference and deduction to identify key characteristics of more than one character in a story.</p> <p>I can comment on my inferences, using evidence to support my views.</p> <p>I am beginning to comment on the effectiveness of the author's choice of language.</p>



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Stage 4 Reading Assessment and Learning Grid

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