

Stoke Reads

New Level Descriptors Assessment Grid for Reading: Path 1

Name _____

	Word Reading SR1	Comprehension I can understand and interpret SR2	Comprehension I can comment on structure and organisation SR3	Comprehension I can talk about the writers style SR4	Comprehension I can talk about the writers viewpoint and how this makes the reader feel SR5
Path 1: Step 1 Working Towards the Expected Standard	<p><u>Reads some common words from Y1/Y2 list.</u></p> <p><u>Uses phonic knowledge to attempt unknown words.</u></p> <p><u>Responds speedily with the correct sound to graphemes for all phonemes (including alternatives).</u></p> <p><u>Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</u></p>	<p><u>Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</u></p> <p><u>Links what they read or hear to their own experiences.</u></p> <p><u>Identifies main events and key points.</u></p> <p><u>Draws on what they already know or on information provided by the teacher.</u></p> <p><u>Answer literal retrieval questions 'Where did she live?'</u></p>	<p><u>Uses the structure of a simple story when re-enacting and retelling.</u></p> <p><u>Can explain the significance of the title and events.</u></p> <p>Identifies some print effects, e.g. bold, italic etc.</p> <p><u>Picks out word patterns, repeated language and rhymes.</u></p> <p>Understand, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.</p> <p>Knows where to start reading and tracks print from left to right and top to bottom.</p>	<p><u>Can talk about the themes of simple texts, e.g. good over evil.</u></p> <p><u>Can sequence sentences to form a narrative, i.e. a refrain such as 'What big eyes you have!'</u></p> <p><u>Beginning to comment on enjoyment of poetry.</u></p>	<p><u>Discusses favourite poems, refrains and rhyming words.</u></p> <p>Says how they feel about stories and poems.</p> <p><u>Uses the language of known story for re-telling - particularly repetitive patterns, e.g. I'll huff and I'll puff.</u></p> <p><u>Returns to favourite books, songs, rhyme to be re-read and enjoy.</u></p> <p><u>Can say what they like about a book, e.g. favourite characters.</u></p>
Path 1: Step 2 Working at the Expected Standard	<p><u>Reads new words by sounding them out and seeing if they make sense.</u></p> <p><u>Reads common exception words from the Y1/Y2 list.</u></p> <p><u>Reads familiar endings to words (-s, -es, -ing, -ed, -er, -est).</u></p> <p><u>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</u></p> <p><u>Reads words of more than one syllable that contain taught GPCs.</u></p> <p><u>Reads words with contractions (I'll, I'm, we'll).</u></p> <p><u>Reads aloud accurately books that are consistent with their developing phonics knowledge.</u></p> <p><u>Rereads books to build up fluency and confidence.</u></p> <p><u>Recite some rhymes and poems by heart.</u></p> <p><u>Checks that reading makes sense and self-corrects when it doesn't.</u></p>	<p><u>Picks out relevant information - "Why was the classroom empty?"</u></p> <p><u>Identifies how poems create different moods, i.e. happy, funny, scary etc.</u></p> <p><u>Talks about the meaning of words.</u></p> <p><u>Identifies main events or key points in texts.</u></p> <p><u>Answers literal (who, what, why, when, where) retrieval questions about the text.</u></p> <p><u>Beginning to make simple inferences from what is said or done.</u></p> <p><u>Makes simple deductions with prompts and help from the teacher.</u></p> <p><u>Makes predictions about characters and key events.</u></p> <p><u>Talks about the setting and characters.</u></p>	<p><u>Understands the sequence of a story.</u></p> <p><u>Talks about the main events.</u></p> <p>Identifies the structure of the poem.</p> <p>Understands how emphasis is created through, e.g. capitals/ bold print.</p> <p>Beginning to understand the way that information texts are organised and use this when reading simple texts.</p> <p>Recognises that poems can have a pattern in their structure, i.e. rhyming couplets, refrain, 2/4 rhyme.</p>	<p><u>Recognises simple story language i.e. Once Upon a Time, Long, long ago ...</u></p> <p><u>Recognises repetition of language.</u></p> <p><u>When asked can talk about rhyme and repetition in patterned texts.</u></p> <p>Recognises adjectives for example 'The green cat sat on the mat.'</p>	<p><u>Identifies major points in a story and is beginning to develop wider thinking around plot events or key information.</u></p> <p><u>Begins to talk about favourite parts of the plot and why.</u></p> <p><u>Chooses and talks about a favourite book from a selection.</u></p> <p>Talks about how the poem makes them feel.</p>
Path 1: Step 3 Working at Greater Depth	<p>Reads aloud with intonation and expression, taking account of full stops, exclamation marks and question marks.</p> <p>Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words.</p>	<p>Identifies and discusses main events and characters and key points.</p> <p>Locates specific information in the text to find the answer to simple questions.</p> <p>Uses the question to help them write the answer. Answers in full sentences.</p>	<p>Uses correct terminology in discussions about text: title, blurb, author etc.</p> <p>Beginning to understand how information is organised in a non-fiction text.</p> <p>Expresses opinions about main events and characters in stories.</p> <p>Compares stories and identify common themes.</p>	<p>Recognises simple alliteration in a poem, i.e. sizzling sausages.</p> <p>Enjoys word-play in books and able to identify words and phrases they like.</p>	<p>Can recognise key words and rhythm that convey a mood, i.e. humour, fear, sadness, joy etc.</p> <p>Continues to choose and talk about a favourite book from a selection. Explains preference.</p> <p>Shows enjoyment and appreciation of the mood of a story - e.g. funny /scary and can talk about aspects of books that they enjoy.</p>