

Stoke Reads

New Level Descriptors Assessment Grid for Reading: Path 2

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 writer's style. SR4	Comprehension I can talk about the writer's viewpoint and how this makes the reader feel. SR5
Path 2: Step 1 Working Towards the Expected Standard	<p><u>Reads familiar words quickly without overtly sounding out and blending.</u></p> <p><u>Reads words accurately with two or more syllables.</u></p> <p><u>Reads accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</u></p> <p><u>Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).</u></p> <p><u>Read many common exception words.</u></p> <p><u>Self-corrects when reading does not make sense.</u></p>	<p><u>Can discuss key words and phrases.</u></p> <p><u>Beginning to discuss favourite words and phrases.</u></p> <p><u>Answers simple literal and inference questions.</u></p> <p><u>Answers questions by using words from the question to help them to write the answer.</u></p> <p><u>Retells stories which include characters and main events sequentially.</u></p> <p><u>Makes predictions using experience of reading books written by the same author or by drawing on own experiences.</u></p> <p><u>Participates in discussion about books, poems and other works that are read to them or those that they can read for themselves.</u></p> <p><u>Begins to generate questions before reading.</u></p> <p>Begins to magpie favourite words and phrases.</p>	<p><u>Explains how events link together and explains cause and effect.</u></p> <p><u>Discusses and comments on the structure of the narrative or non-fiction text i.e. index, contents page, glossary, sub headings etc.</u></p> <p><u>Begins to recognise different plot structures, e.g. cumulative - 'Room on the Broom', cyclical 'Rosie's Walk', Good character versus bad character, i.e. Red Riding Hood/the Wolf etc.</u></p> <p><u>Begins to recognise different types of poem - limericks, rhyming couplets, alphabet poems, mnemonics etc.</u></p> <p>Begins to evaluate the usefulness of the information in a particular text for answering questions.</p> <p>Begins to navigate multi-modal texts (i.e. web pages etc.)</p>	<p>Finds words to explain how a character is feeling.</p> <p><u>Identifies rhyming or alliterative words.</u></p> <p>Begins to identify how vocabulary choice affects meaning - i.e. a 'posh voice' (formal).</p> <p>Begins to recognise how details are added in for effect, i.e. adjectives, alliteration, synonyms.</p> <p>Recognises how specific poets choose different themes and the language that they use for effect.</p>	<p><u>Can recall and describe main events and characters in the story.</u></p> <p><u>Beginning to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</u></p> <p>Beginning to make inferences about thoughts and feelings of characters and events</p> <p><u>Identifies and talks about favourite poems.</u></p> <p>Beginning to make choices about which texts to read based on prior reading experience.</p> <p>Shows enjoyment and appreciation of the mood of a story and can talk about aspects that they enjoyed.</p>
Path 2: Step 2 Working at the Expected Standard	<p><u>Reads accurately most words of two or more syllables.</u></p> <p><u>Reads most words containing common suffixes.</u></p> <p><u>Read most common exception words.</u></p> <p><u>Reads words accurately and fluently without overt sounding and blending.</u></p> <p><u>Sound out most unfamiliar words accurately, without undue hesitation.</u></p> <p><u>Re-reads books to build up fluency and enjoyment.</u></p> <p><u>Monitors and checks that the words they have decoded fit in with what else they have read and makes sense in the context of what they already know about the topic.</u></p>	<p><u>Check that reading makes sense to them.</u></p> <p><u>Answers questions and makes some inferences on the basis of what is being said and done.</u></p> <p><u>Asks and answers questions.</u></p> <p>Routinely 'magpies' favourite words and phrases.</p> <p>Comments on reasons for events in a story.</p> <p>Discusses different characters and can comment on how they might act and behave.</p> <p>Finds and retrieves information from the text to discuss and reference where necessary.</p>	<p><u>Comments on the text by making predictions about content of a book by skimming the words, contents, illustrations etc.</u></p> <p><u>Uses non-fiction texts to retrieve information across the curriculum.</u></p> <p><u>Uses indexes/glossaries with growing confidence.</u></p> <p>Routinely navigates multi-modal texts (i.e. web pages etc.).</p> <p>Makes comparisons between books noting similarities and difference for example characters, setting</p>	<p><u>Discusses and clarifies the meaning of words, linking new meanings to known vocabulary.</u></p> <p><u>Discusses their favourite words and phrases.</u></p> <p><u>Identifies and comments on vocabulary and literary features.</u></p> <p>Routinely interprets factual information.</p> <p>Performs the poem in the style that the poet intended.</p>	<p><u>Confidently builds up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</u></p> <p>Shows preferences for different poems or authors.</p> <p><u>Responds to texts by conveying their own opinions or viewpoints.</u></p> <p><u>Confidently participates in discussions about books, poems and other works that are read to them or those that they can read for themselves.</u></p> <p>Is enthusiastic about sharing personal preferences with peers and adults.</p>
Path 2: Step 3 Working at Greater Depth		<p><u>Makes inferences on the basis of what is said and done.</u></p> <p><u>Predict what might happen on the basis of what has been read so far</u></p> <p><u>Make links between the book they are reading and other books they have read.</u></p>	<p>Begins to evaluate the effectiveness of the structure and organisation of a text.</p>	<p>Begins to understand the effect of words or phrases, e.g. in creating humour or a particular mood.</p>	<p>Knows different plot structures and characteristics of different authors, e.g. Beatrix Potter always writes about animals. Roald Dahl's use of nonsense words, etc.</p>