

Stoke Reads

New Level Descriptors Assessment Grid for Reading: Path 3

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 3: Step 1 Working Towards the Expected Standard	<p><u>Reads books that are structured in different ways - and is reading for a range of purposes.</u></p> <p>Understands how simple and complex sentences influence meaning.</p> <p>Uses punctuation as a guide to reading with expression.</p> <p><u>Beginning to read with greater sustained concentration.</u></p> <p><u>Beginning to recognise how suffixes change the meaning of words e.g. kind to unkind, happy, happiest.</u></p>	<p><u>Beginning to summarise main events or key facts within a story or factual text.</u></p> <p>Beginning to recall precise details to justify ideas.</p> <p><u>Beginning to identify themes and conventions in different types of books.</u></p> <p><u>Retrieves and records information from non-fiction texts i.e. quotes, diagrams, key technical vocabulary etc.</u></p> <p><u>Beginning to interpret the effect of words and phrases for example to create humour, images and atmosphere.</u></p> <p><u>Increasing their ability to explain characters' feelings and motivations.</u></p> <p><u>Generates appropriate questions before reading and locates answers in the text.</u></p>	<p>Makes comparisons between books noting similarities and difference.</p> <p><u>Recognises different forms of poetry, free verse and narrative poems.</u></p> <p><u>Understands how paragraphs are used to order and build up ideas.</u></p> <p><u>Navigates non-fiction features to find information from the text.</u></p> <p><u>Demonstrates some understanding of different plot structures and author styles.</u></p> <p><u>Begins to skim, scan and make appropriate notes.</u></p>	<p><u>Discusses, predicts and questions their understanding of the text.</u></p> <p><u>Comments on the choice of language to create moods and build tension.</u></p> <p><u>Beginning to select words and phrases which impact on the reader and explain their effect.</u></p> <p><u>Begins to recognise different themes such as the triumph of good over evil, or the use of magical devices in fairy stories and folk tales. Or the use of the number '3' e.g. 'The three Little Pigs' - in traditional tales</u></p>	<p>Becoming more aware and discerning about personal preferences for reading.</p> <p><u>Draws inferences about characters feelings, thoughts, and motives from their actions. Beginning to use quotations from the text to justify their ideas.</u></p>
Path 3: Step 2 Working at the Expected Standard	<p><u>Reads a range of age related and familiar texts fluently and accurately.</u></p> <p><u>Continues to read a range of texts for pleasure and develop positive attitudes towards reading.</u></p> <p><u>Beginning to use a dictionary to check the meaning of words they have read.</u></p> <p>Uses a range of strategies to decipher unfamiliar words.</p> <p><u>Can navigate non-fiction texts using e.g. contents, index, subheadings etc.</u></p> <p>Uses punctuation as a guide to reading with expression.</p> <p><u>Routinely reads with greater sustained concentration.</u></p> <p><u>Routinely recognises how suffixes change the meaning of words e.g. kind to unkind, happy, happiest.</u></p>	<p><u>Identifies themes and conventions in a wide range of books.</u></p> <p><u>Make predictions based on knowledge of the text/books by the same author and what could be/might be.</u></p> <p><u>Discusses the different character types and uses evidence and quotations from the text to justify views.</u></p> <p><u>Retrieves and records information from non-fiction texts i.e. quotes, diagrams, key technical vocabulary etc.</u></p> <p><u>Summarises the main points/viewpoints.</u></p>	<p>Routinely makes comparisons between books noting similarities and differences and justifying own viewpoints.</p> <p><u>Routinely use non-fiction texts to retrieve information across the curriculum.</u></p> <p><u>Beginning to skim, scan and makes appropriate notes.</u></p>	<p><u>Routinely identifies where language is used to create mood or build tension.</u></p> <p><u>Routinely recognises themes such as the triumph of good over evil, or the use of magical devices in fairy stories and folk tales. Or the use of 3 in traditional tales.</u></p> <p><u>Routinely selects words and phrases which impact on the reader and explain their effect.</u></p>	<p>Discusses the purpose of a text e.g. 'The true story of the three little pigs' or 'The Stinky Cheeseman' etc. Does the text provide the reader with a moral/a lesson in life?</p> <p><u>Able to give an overview of a text and explain personal responses.</u></p> <p><u>Draws inferences such as inferring characters feelings, thoughts, and motives from their actions.</u></p> <p><u>Uses quotations from the text to justify their ideas.</u></p>
Path 3: Step 3 Working at Greater Depth	<p>Beginning to read a wider range of vocabulary and (exception words) from their knowledge of suffixes and word families.</p> <p>Takes note of suffixes and prefixes to read and understand new words.</p> <p>Reads more challenging texts with sustained concentration.</p>	<p>Identifies the shades of meaning, i.e. synonym usage in language that gives different meanings and precision/intensity (developing understanding).</p> <p>Can deduce from the text what has happened or what has taken place.</p> <p>Empathises with characters motives and behaviour.</p> <p>Can use a range of different text types e.g. web pages, dictionaries, fact files etc.</p>	<p>Can confidently make comparisons between different texts types and evaluate their usefulness.</p>	<p>Discusses the shades of meaning that create mood, build up tension, and the impact it has on the reader.</p> <p>Able to say why words and phrases are effective with precision.</p> <p>Uses technical and subject specific vocabulary accurately, e.g. adjective, adverb, simile.</p>	<p>Can evaluate across a variety of texts for fact, opinion and purpose.</p> <p>Can explain and elaborate reasons for personal responses to texts.</p> <p>Beginning to identify the specific use of authorial craft, e.g. a refrain, repetition of a colour, the way a character walks etc.</p>