

# Stoke Reads

## New Level Descriptors Assessment Grid for Reading: Path 4

Name \_\_\_\_\_

	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension
	SR1	SR2	SR3	SR4	SR5
Path 4: Step 1 Working Towards the Expected Standard	<p><u>Can read an even greater variety of suffixes (ive, tion, ic etc) and prefixes (anti, co, non, pre, ex etc) - and exception words.</u></p> <p>Can use a range of more complex punctuation as a guide to reading with expression. ( See Y3/Y4 punctuation)</p> <p><u>Reads a wider range of vocabulary from their knowledge of suffixes and word families. Takes note of suffixes and prefixes to read and understand new words</u></p> <p><u>Reads more challenging texts with sustained concentration.</u></p>	<p><u>Uses a dictionary to check the meaning of words that they have read.</u></p> <p><u>Interprets the effects of words and phrases for example to create humour, images and atmosphere.</u></p> <p><u>Infers reasons for actions and events based upon evidence from the text.</u></p> <p><u>Skims, scans and makes notes across the curriculum.</u></p> <p><u>Shows understanding through tone, intonation, volume and action within poems and play scripts read aloud or performed.</u></p>	<p><u>Beginning to make comparisons between different texts types (including different types of poetry) and evaluate their usefulness.</u></p> <p><u>Uses non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</u></p> <p><u>Continuing to recognise different plot structures and an author's characteristics.</u></p>	<p><u>Beginning to discuss the shades of meaning that create mood and build up tension.</u></p> <p><u>Beginning to recognise an author's traits, e.g. the use of humour, nonsense words, rhyme etc.</u></p>	<p><u>Justifies predictions they make by referring to the story 'James was feeling anxious because he couldn't eat any breakfast'</u></p> <p><u>Beginning to develop purposeful opinions in response to different texts.</u></p> <p>Empathises with a characters' motives and behaviour.</p>
Path 4: Step 2 Working at the Expected Standard	<p><u>Routinely reads a wider range of vocabulary from their knowledge of suffixes and word families - and exception words.</u></p> <p><u>Takes note of suffixes and prefixes to read and understand the meaning of new words.</u></p> <p><u>Selects and reads a range of appropriate texts fluently and accurately.</u></p> <p><u>Takes part in peer discussion about books.</u></p> <p><u>Uses contextual knowledge to determine meaning.</u></p> <p>Understands how the meaning of sentences is shaped by punctuation, word order or conjunctions.</p> <p>Can draw on a range of strategies to support the fluency of their own reading.</p>	<p><u>Identifies and draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying some views with evidence.</u></p> <p><u>Understands how to convey their comprehension of a text by listening, performing and reading aloud with expression.</u></p> <p><u>Asks questions to improve understanding of a text.</u></p> <p><u>Justifies opinions and elaborates by referring to the text.</u></p> <p><u>Able to skim and scan efficiently for key facts.</u></p> <p>Shows understanding of significant ideas, themes, events and characters within a text.</p>	<p><u>Makes comparisons between different texts types (including different types of poetry) and evaluates their usefulness.</u></p> <p><u>Routinely used non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</u></p> <p><u>Identifies features of different fiction genres.</u></p> <p><u>Compares, contrasts and evaluates different non-fiction texts.</u></p> <p><u>Able to explain the purpose of layout /and organizational features within a range of non-fiction texts.</u></p> <p><u>Understands how paragraphs and chapters are used to order and build up ideas.</u></p> <p><u>Can identify how language, structure and presentation contribute to meaning.</u></p>	<p><u>Routinely discusses the shades of meaning that create mood and build up tension.</u></p> <p><u>Comments upon the use and effect of an author's language.</u></p>	<p><u>Recognises how the author encourages the reader to emphasise with the character, or a particular viewpoint or opinion.</u></p> <p><u>Expresses personal response.</u></p> <p>Able to explain an author's point of view simply.</p>
Path 4: Step 3 Working at Greater Depth	<p>Extends their understanding and interest in the meaning and origin of words</p> <p>Adapts voice when reading aloud.</p>	<p>Confidently identifies and draw inferences such as inferring characters feelings, thoughts and motives from their actions, always justifying views with evidence.</p> <p>Can prepare for research by selecting appropriate sources of information.</p>	<p>Makes critical comparisons between texts (including different types of poetry) and evaluate their effectiveness with reference to the type of text</p>	<p>Replicates the authors style in short narratives or summaries.</p> <p>Routinely identifies specific techniques e.g. simile, metaphor, repetition, exaggeration.</p> <p>Comments on the effect of figurative language to create an effect.</p> <p>Confidently discusses the shades of meaning that create mood and build up tension.</p> <p>Evaluates the use and effect of author's language.</p>	<p>Comments upon and identifies the author's main purpose.</p> <p>Able to explain reasons for personal response to text.</p>