

Stoke Reads

New Level Descriptors Assessment Grid for Reading: Path 5

Name _____

	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension
	SR1	I can understand and interpret SR2	I can comment on structure and organisation SR3	I can talk about the writers style SR4	I can talk about the writers viewpoint and how this makes the reader feel SR5
Path 5: Step 1 Working Towards the Expected Standard	<p><u>Reads fluently and expressively, adjusting their tone of voice when necessary.</u></p> <p><u>Interprets the meaning of unfamiliar words confidently in the context of the text.</u></p> <p>Routinely extends their understanding and interest in the meaning and origin of words</p> <p><u>Contributes in peer discussion about books.</u></p> <p>Beginning to recognise how a suffix can change the meaning of a word e.g. the degree of intensity of a word</p>	<p><u>Refers to the text to support predictions and opinions.</u></p> <p><u>Skim, scan and text-marks to research quickly and efficiently. (Age related texts)</u></p> <p>Beginning to analyse the plot and how complications are resolved</p> <p>Empathises with different characters' points of view.</p> <p><u>Beginning to identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence from the text.</u></p> <p><u>Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume when reading, so that the meaning is clear to an audience.</u></p>	<p><u>Uses non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</u></p> <p><u>Beginning to make critical comparisons between texts and evaluates their effectiveness with reference to the type of text e.g. Effective persuasive piece.</u></p>	<p><u>Identifies and comments on some expressive, figurative and descriptive language.</u></p> <p><u>Beginning to explain why an author has used a technique e.g. simile, metaphor, for effect.</u></p>	<p><u>Distinguishes between fact and opinion across a variety of texts and across the curriculum.</u></p> <p><u>Beginning to recognise and discuss how the author encourages the reader to empathise with the character, or a particular viewpoint or opinion.</u></p>
Path 5: Step 2 Working at the Expected Standard	<p>Recognises the impact of more sophisticated punctuation.</p> <p>Can scan text and quickly identify familiar / unfamiliar vocabulary.</p> <p>Routinely understands how a suffix can change the meaning if a word or the degree of intensity of a word,</p> <p>Pronounces homophones in the context of the sentence (hear, here) - recognising the difference in meaning.</p> <p><u>Maintains positive attitudes to reading.</u></p> <p><u>Reads and discusses an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.</u></p>	<p><u>Skim and scan to retrieve key information accurately.</u></p> <p>Empathises with different characters' viewpoints and justifies their thinking.</p> <p><u>Identifies and draws inferences such as inferring characters feelings, thoughts and motives from their actions, and can justify actions with evidence.</u></p> <p><u>Confidently, prepares poems and plays to read aloud and to perform, shows their understanding through varying intonation, tone and volume so that the meaning is clear to an audience.</u></p> <p><u>Formulates own questions to improve their understanding.</u></p>	<p><u>Makes critical comparisons between texts and evaluates their effectiveness with reference to the text type.</u></p> <p><u>Routinely uses non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</u></p>	<p><u>Explains why an author has used a technique e.g. simile, metaphor, for effect.</u></p> <p><u>Evaluates how the author has conveyed different viewpoints, characters, and structured plots for effect.</u></p>	<p><u>Routinely distinguishes between fact and opinion across a variety of texts and across the curriculum.</u></p> <p><u>Understands and discusses how the author encourages the reader to empathise with the character, or a particular viewpoint or opinion.</u></p> <p>Collaboratively contributes to a group's understanding of a text.</p>
Path 5: Step 3 Working at Greater Depth	<p>Recommends books to their peers giving reasons for their choices, e.g. language, themes, authorial style.</p> <p>Continues to develop stamina to tackle initially challenging texts.</p>	<p>Discusses messages, moods, feelings and attitudes using inference and deduction.</p> <p>Compare how different sources treat the same information.</p>	<p>Analyses hybrid texts and how the author influences the reader, e.g. a leaflet.</p>	<p>Identifies the style of individual writers and poets and provide examples from a range of texts.</p>	<p>Sustains discussion about characters and their motives with reference to text and personal opinions.</p> <p>Recognises how plot structures purposefully influence the reader.</p>