# Stoke Reads

## New Level Descriptors Assessment Grid for Reading: Path 6

Name _____

| | Word Reading | Comprehension | Comprehension | Comprehension | Comprehension |
|---|---|---|---|---|---|
| | | I can understand and interpret | I can comment on structure and organisation | I can talk about the writers style | I can talk about the writers viewpoint and how this makes the reader feel |
| | SR1 | SR2 | SR3 | SR4 | SR5 |
| **Path 6: Step 1 Working Towards the Expected Standard** | Maintains positive attitudes to reading and is continuing to increase their familiarity with a wide range of books, including myths, legends traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.<br><br>Recommends books to their peers giving reasons for their choices, e.g. language, themes, authorial style.<br><br>Scans texts to get the gist of the text focus. | Identifies and draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence and my own viewpoints.<br><br>Skims and scans to retrieve key information accurately.<br><br>Routinely prepares poems and plays to read aloud and to perform, showing their understanding through varying the intonation, tone and volume so that the meaning is clear to an audience.<br><br>Identifies and discusses themes and conventions. | Usually refers to the text to support predictions and opinions.<br><br>Routinely makes critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts.<br><br>Uses non-fiction texts to extract information across the curriculum. (Increased challenge within the texts). | Beginning to explain why an author has used a technique e.g. simile, metaphor, for effect.<br><br>Beginning to critically evaluate how the author has conveyed different viewpoints, characters, and the structures of plots for effect.<br><br>Beginning to compare the use of literal and figurative language for effect. | Formulates own questions to improve their understanding.<br><br>Beginning to recognise how plot structures purposefully influence the reader.<br><br>Collaboratively contributes to a group's understanding of a text. |
| **Path 6: Step 2 Working at the Expected Standard** | Reads age appropriate books with confidence and fluency (including whole novels).<br><br>Read aloud with intonation that shows understanding.<br><br>Maintains positive attitudes to reading and continuing to increase their familiarity with a wide range of books, including myths, legends traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.<br><br>Recommends and conveys personal viewpoints about texts to their peers, giving reasons for their choices, e.g. language, themes, authorial style.<br><br>Automatically scans texts to get the gist of the text focus. | Work out the meaning of words from the context.<br><br>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.<br><br>Predict what might happen from details stated and implied.<br><br>Retrieve information from non-fiction.<br><br>Summarise main ideas, identifying key details and using quotations for illustration.<br><br>Automatically prepares poems and plays to read aloud and to perform. Show their understanding through varying the intonation, tone and volume so that the meaning is clear to an audience.<br><br>Critically compares and evaluates how stories may vary in pace, sequence, complication and resolution. | Automatically refers to the text to support predictions and opinions.<br><br>Automatically makes critical comparisons to inform their viewpoints and opinions around the effectiveness of different texts.<br><br>Automatically selects and uses appropriate non-fiction texts to extract information across the curriculum. (Increased challenge within the texts). | Evaluate how authors use language, including figurative language, considering the impact on the reader.<br><br>Automatically critically evaluates how the author has conveyed different viewpoints, characters, and structured plots for effect.<br><br>Make comparisons within and across books. | Automatically distinguishes between fact and opinion across a variety of texts and across the curriculum recognising how the author balances these two elements.<br><br>Routinely recognises the importance of why the author has encouraged the reader to empathise with a character, a particular viewpoint, an opinion, or an event.<br><br>Automatically formulates own questions to improve their understanding.<br><br>Automatically recognises how plot structures purposefully influence the reader and can analyse the author's techniques.<br><br>Routinely contributes to a group's understanding of a text. |
| **Path 6: Step 3 Working at Greater Depth** | Has developed stamina to tackle initially challenging texts.<br><br>Routinely recognises the difference between standard English, formal language and colloquial phrases. | Routinely compares and evaluates how different sources treat the same information.<br><br>Internalises the figurative language and structures of poems and plays. | Routinely analyses hybrid texts and how the author influences the reader, e.g. a leaflet. | Automatically evaluates the style of individual writers and poets and provide examples from a range of texts. | Routinely demonstrates an awareness of the writer's viewpoint and responds to this by e.g. re-telling from a different point of view. |