Copley Junior School

Assessment Model for Reading

Year 2
Across a range of age-appropriate texts, including fiction, poetry and non-fiction, the pupil can:

- Read familiar words quickly, without needing to sound them out.
- Read further common exception words.
- Read words containing common suffixes.
- Read accurately by blending the sounds in words that contain the graphemes taught (including words with two or more syllables).
- Self-correct when a sentence is read incorrectly and doesn't make sense.
- Re-read texts to build up their fluency and confidence in word reading.
- Re-tell a familiar story, including fairy tales and traditional tales, referring to some of the key events and characters.
- Discuss the sequence of events in books and how items of information are related.
- Answer and ask questions about a text.
- <u>Make simple predictions about what might happen on the basis of what has been read.</u>
- <u>Make simple inferences on the basis of what is being said and done in the text.</u>
- <u>Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</u>
- Discuss favourite words and phrases.
- Recognise simple, recurring language in stories and poetry.
- Understand that non-fiction books are structured in different ways.
- Participate in discussion about a range of stories, poems and other works that are read to them and by them independently, taking turns and listening to others.
- Explain and discuss their understanding of books, poems and other texts, both those that they listen to and those that they read for themselves.
- <u>Make links between the book they are reading and other books they have read.</u>

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Assessment Model for Reading

Year 3
Across a range of age-appropriate texts, including fiction, poetry and non-fiction, the pupil can:

- Read out loud clearly with appropriate expression of a range of punctuation, including . , ! ?
- Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, recognising differences between spelling and sound.
- Discuss their understanding of a text and explain the meaning of new words in context.
- Discuss words and phrases that capture the reader's interest and imagination.
- Orally retell some familiar stories, referring to most of the key events and characters.
- Use a dictionary to check the meaning of words that they have read.
- Begin to locate information using skimming, scanning and text marking.
- Participate in discussion about a wide range of fiction, poetry, plays, non-fiction and reference books that are structured in different ways.
- Make simple inferences and justify with some evidence from the text.
- Predict what could happen from details stated in the text.
- Ask and answer questions to improve their understanding of a text, both written and orally.

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Assessment Model for Reading

Year 4
Across a range of age-appropriate texts, including fiction, poetry and non-fiction, the pupil can:

- Read out loud confidently with appropriate expression of a range of punctuation, including . , ! ?
- <u>Retrieve and record information from a range of fiction and non-fiction texts.</u>
- Discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, commenting on their theme, language, structure and purpose.
- <u>Locate information using skimming, scanning and text marking.</u>
- Ask and answer questions to improve understanding of a text, both written and orally.
- <u>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with some evidence from the text.</u>
- Make predictions and justify with some evidence from the text.
- Identify how language, structure and presentation contribute to meaning.
- <u>Begin to comment on how an author's choice of language influences the reader.</u>
- <u>Explain the meaning of unfamiliar, age-appropriate words in context.</u>
- <u>Identify main ideas drawn from more than one paragraph and summarise them.</u>
- Recognise some different forms of poetry.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

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Assessment Model for Reading

Year 5
Across a range of age-appropriate texts, including fiction, poetry and non-fiction, the pupil can:

- Read out loud with fluency and confidence.
- Quickly locate information using skimming, scanning and text marking.
- Confidently discuss an increasingly wide range of fiction, poetry, plays and non-fiction, commenting on their themes, language, structure and purpose.
- In discussions about books, build on their own and others' ideas and challenge views courteously.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Explain the meaning of unfamiliar, age-appropriate words in context.
- Ask questions to improve their understanding of a text.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Begin to evaluate how authors use language, including figurative language, considering the impact on the reader.
- Begin to use PEE (Point, Evidence, Explain) to support predictions and inferences.
- Provide reasoned justifications for their views.

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Assessment Model for Reading

Year 6
Across a range of age-appropriate texts, including fiction, poetry and non-fiction, the pupil can:

- Read age-appropriate books with confidence and fluency (including whole novels).
- Read aloud with intonation that shows understanding.
- Work out the meaning of words from the context.
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- Predict what might happen from details stated and implied and justify with evidence.
- Retrieve information from non-fiction.
- Summarise main ideas, identifying key details and using quotations for illustration.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.
- Make comparisons within and across books.
- Use PEE (Point, Evidence, Explain) to support predictions and inferences.
- Recommend books that they have read to their peers, giving reasons for their choices.