

Lawley Primary School Assessment Statement Descriptors E 2015-2016

Name:	Autumn:	Spring:	Summer:
	Entering	Developed	Secure
Reading Skill 1 Decoder	<ul style="list-style-type: none"> Read a range of appropriate texts fluently and accurately Re-read and read ahead to look for clues to determine meaning Use features to locate information e.g. contents, indices, subheadings etc. Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context 	<ul style="list-style-type: none"> Select and read a range of appropriate texts fluently and accurately Use contextual knowledge to determine meaning Understand how the meaning of sentences is shaped by punctuation, word order or connectives Recognise and use a full range of prefixes and suffixes: auto... bi... trans... tele... circum.....cian ...phone etc; Respond to more sophisticated punctuation 	<ul style="list-style-type: none"> Use knowledge of word derivations and word formation to construct the meaning of words in context Know how to work out the pronunciation of homophones using the context of the sentence Can recognise complex sentences Can understand how the meaning of sentences is shaped by punctuation, word order or connectives Understands how commas, connectives and full stops are used to join and separate clauses and uses them to maintain fluency and understanding when reading Can apply knowledge of the different uses of the apostrophe to maintain understanding
<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 			
Reading Skill 2 Comprehender	<ul style="list-style-type: none"> Justify predictions by referring to the text Locate information using skimming, scanning and text marking Can extract information from non-fiction texts, using contents, index, chapters, headings and glossary appropriately Can confidently use alphabetically ordered texts to find information Start to refer to the text to justify opinions but may paraphrase rather than give direct quotes Identify features of different fiction genres Identify structures and grammatical features of non-fiction Use an understanding of the structure of non-chronological reports and explanations to make predictions Identify the features of some types of text, e.g. newspaper reports, non-chronological reports and ICT texts and use appropriate reading strategies, e.g. scrolling through an ICT text 	<ul style="list-style-type: none"> Skim and scan to identify key ideas Use knowledge of text structure to locate information Justify opinions and elaborate by referring to the text Show understanding of significant ideas, themes, events and characters Can choose own reference sources for relevance of content Knows what a key/index/contents list/glossary are for and uses them effectively Identifies and comments on different points of view Identify the features of explanation and persuasion texts Is able to discuss plot, and beginning to recognise complications and how they are resolved Is able to discuss the elements and purpose of different text structures Is able to make critical comparisons between texts and evaluate their usefulness with reference to type of text Identify features of different fiction genres. 	<ul style="list-style-type: none"> Refer to the text to support predictions and opinions, although may still point to a general area rather than being specific Skim, scan and text mark to research quickly and efficiently Can identify similarities and differences in the range of available dictionaries, thesauruses, etc. and evaluate their usefulness Understand narrative order and chronology, tracking the passing of time in stories Recognise texts that contain features from more than one genre. e.g. persuasive play script Identify genre specific phrases Understand how paragraphs are linked Use structural and organisational features of a range of text types to support understanding

		<ul style="list-style-type: none"> Compare, contrast and evaluate different non-fiction texts 	
<ul style="list-style-type: none"> <u>Reading books that are structured in different ways and reading for a range of purposes</u> <u>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u> <u>Asking questions to improve their understanding</u> <u>Distinguish between statements of fact and opinion</u> <u>Retrieve, record and present information from non-fiction</u> <u>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</u> 			
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Reading Skill 3 Reading Detective	<ul style="list-style-type: none"> Distinguish between fact and opinion Infer meaning using evidence from the text Use clues from action, dialogue and description to establish meaning Make reasoned judgements on characters' actions Begins to justify predictions they make by referring to the text, rather than relying on imagining how they would feel in that situation Begins to find meaning beyond the literal, for example, how impressions of people are conveyed through choice of detail and language 	<ul style="list-style-type: none"> Empathise with different characters' points of view Infer meaning using evidence from the text and wider experiences. Use clues from action, dialogue and description to interpret meaning. 	<ul style="list-style-type: none"> Identify implicit and explicit points of view Discuss messages, moods, feelings and attitudes using inference and deduction. Identify key points when reading an appropriate text, showing by their answers that they have read beyond the text Begins to use inference and deduction based on implicit information drawn from different points in the text.
<ul style="list-style-type: none"> <u>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</u> <u>Predicting what might happen from details stated and implied</u> <u>Identifying how language, structure and presentation contribute to meaning</u> <u>Provide reasoned justifications for their views.</u> 			
Reading Skill 4 Language Lover	<ul style="list-style-type: none"> Comment upon the use of author's language Know how suspense is built up in a story, including the development of the plot Begin to discuss the effectiveness of language used to create a particular effect (e.g. adjectives and adverbs for description) 	<ul style="list-style-type: none"> Recognise the use and effect of patterned language in text Discusses the effectiveness and meaning of figurative language, used to create a particular effect Comment upon the use and effect of author's language - 'She uses crept so that you know he is moving slowly and quietly so that they do not get caught'! Find and comment on examples of how authors express different moods, feelings and attitudes 	<ul style="list-style-type: none"> Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text Identify and describe the styles of individual writers and poets Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose Use language features of a range of non-fiction Text-types to support understanding
<ul style="list-style-type: none"> <u>Preparing 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</u> <u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u> 			
Reading Skill 5	<ul style="list-style-type: none"> Comments identify the author's main purpose 	<ul style="list-style-type: none"> Express personal response, although with 	<ul style="list-style-type: none"> Is able to talk about themes in a story and

Responder	<ul style="list-style-type: none"> <u>Understand how the author wants the reader to respond</u> 	limited awareness of the writers viewpoint or the effect on the reader	<p>recognise thematic links with other texts</p> <ul style="list-style-type: none"> Can talk about the author's techniques for describing characters, settings and actions Recognise ways in which writers present issues and points of view in fiction and non-fiction - 'he has only mentioned the bad points about air travel' Comments show some awareness of the writer's viewpoint - 'It's all about going to the dentist and why it is important to look after your teeth'
<ul style="list-style-type: none"> <u>Identifying and discussing themes and conventions in and across a wide range of writing</u> 			
Reading Skill 6 Big Reader	<ul style="list-style-type: none"> Makes connections between books by the same author - 'Michael Morpurgo often starts his stories in the present but then goes back in time' Recognise some features of the text that relate it to its historical setting or its social or cultural background - 'Grandpa Chatterji wears a dhoti because he comes from India' 	<ul style="list-style-type: none"> Simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting - '<i>The island sounds really dangerous to us because we have not heard of these creatures</i>' 	<ul style="list-style-type: none"> Can compare the openings of a particular novel with the beginnings of other novels read recently Understand that texts reflect the time and culture in which they were written - Hound of the Baskervilles would have been very scary for Victorian readers'
<ul style="list-style-type: none"> <u>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</u> <u>Recommending books that they have read to their peers, giving reasons for their choices</u> <u>Making comparisons within and across books</u> <u>Learning a wider range of poetry by heart</u> <u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</u> <u>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</u> 			