

Lawley Primary School Assessment Statement Descriptors F 2015-2016

Name:	Autumn:	Spring:	Summer:
	Entering	Developing	Securing
Reading Skill 1 Decoder	<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"> Read fluently, using punctuation to establish meaning and inform intonation Use knowledge of word, roots, derivations and spelling patterns to read unknown words Understand how complex sentences are constructed and punctuated and use this to deepen understanding when reading In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentences and between paragraphs Can cope with different features of language used in poems and prose, for example, from dialect Can cope with different features of language such as abbreviations, colloquialisms, and specialist vocabulary 	<ul style="list-style-type: none"> Use connectives as signposts to indicate a change of tone Use knowledge of word derivations and word formation, e.g. prefixes, acronyms and letter omission, to construct the meaning of words in context Can read fluently, understanding and using more sophisticated punctuation marks: colon, semicolon, parenthetical commas, dashes, brackets etc.
<ul style="list-style-type: none"> <u>Apply their growing knowledge of root words, prefixes and suffixes morphology and etymology , as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</u> <u>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</u> 			
Reading Skill 2 Comprehender	<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"> Secure use of skimming, scanning and text marking so that research is fast and effective Refer to the text to support predictions and opinions Point + Evidence Automatically reads differently for different purposes skimming/scanning/reflective reading Prepare for factual research by evaluating what is known and locating relevant source to use Confidently use appropriate terminology when discussing any text, whether fiction or non-fiction Is able to discuss plot, and is able to recognise complications and how they are resolved with a growing depth of knowledge Understand how stories may vary: e.g. in pace, sequence, complication and resolution Can identify clearly the main features of different fiction genres 	<ul style="list-style-type: none"> Use the skills of skimming, scanning and text marking to identify the gist, and to do so fast and effectively Can draw on detail to give persuasive answers to questions Explain the structural devices the author has used to organise the text Comment on the genre specific language features the author has used to convey information in a nonfiction text Can identify and understand how stories may vary e.g. in pace, build up, sequence, complication and resolution Use secure understanding of the language features and structures of the full range of non-fiction text types

		<ul style="list-style-type: none"> Use structural and organisational features of a range of text types to sustain understanding over extended 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, nonfiction 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 nonfiction</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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	Entering 6	Developing 6	Securing 6
Reading Skill 3 Reading Detective	<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"> Explain and comment on implicit and explicit points of view Describe, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Use bibliographical knowledge of fiction and nonfiction genres to make and confirm predictions of either structure/content or whilst reading 	<ul style="list-style-type: none"> Compare and contrast implicit and explicit points of view Refer to the text to support predictions and opinions Point + Evidence + Explanation selecting sentences, phrases and relevant information to justify opinions - 'Mary doesn't trust him because earlier he had lied to her about the dog, and now he won't let her see past the door'
<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"> 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"> Interpret the effect the choice of language has to create moods, build tension, etc. Identify the style of individual writers and poets and provide examples from a range of texts Use the language features of a range of non-fiction text types to sustain understanding over extended texts 	<ul style="list-style-type: none"> Compare and contrast the styles of individual writers and poets providing examples Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes The writer's use of a language features is commented on and explained - 'The rhythm and rhyme patten together make it mimetic, like the rhythm of the train'
<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"> Is able to talk about themes in a story and 	<ul style="list-style-type: none"> Can evaluate text, referring to relevant passages 	<ul style="list-style-type: none"> The writer's main purpose is clearly

Responder	<ul style="list-style-type: none"> recognise thematic links with other texts 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"> to support their opinion Respond critically to issues raised in stories by locating evidence in text, and explore alternative courses of action and evaluate the author's solution Comments show an awareness of the writer's viewpoint and respond to this by e.g. retelling from a different point of view 	<ul style="list-style-type: none"> identified through a general overview Comments on the overall impact of poetry and prose with reference to features, e.g. development of themes Can comment critically on the overall impact of poetry or prose with reference to, e.g. use of language, development of themes Can identify and describe the key characteristics about a writer's or poet's style
<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"> 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"> Begin to evaluate texts by comparing how different sources treat the same information Understand that texts reflect the time and culture in which they were written - 'Dickens wanted people to feel bad about the way the poor were treated then' 	<ul style="list-style-type: none"> Identify the key features of a range of texts Identify different character types across a range of texts Identify themes across a range of texts Social, cultural and historical
<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> 			