

Reading assessment guidelines

Standard 6 Group name:

Names of children:

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| <p>AF1 Word reading</p> <ul style="list-style-type: none"> read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation, e.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently |
| <p>AF2 Understanding</p> <ul style="list-style-type: none"> usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: e.g. attendance register, cash register, noticing something, e.g. 'He registered that his book had been moved', register of sound or voice, register of communication usually ask themselves questions to improve their understanding when independently reading an age-appropriate text, e.g. I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out? when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text |
| <p>AF3 Inference</p> <ul style="list-style-type: none"> draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions, e.g. Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish |
| <p>AF4 Prediction</p> <ul style="list-style-type: none"> usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader, e.g. I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too |
| <p>AF5 Non-fiction</p> <ul style="list-style-type: none"> distinguish between fact and opinion, e.g. is able to identify that some statements are not backed up with evidence and others are. usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved Usually presents information in ways that are coherent and useful to themselves and others, e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use |
| <p>AF6 Authorial intent</p> <ul style="list-style-type: none"> usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader, e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text, e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text |
| <p>AF7 Familiarity with texts</p> <ul style="list-style-type: none"> is increasingly familiar with a wide range of age-appropriate books and can identify some genres, e.g. fantasy, adventure, comedy, science fiction recognise and discuss themes and conventions in age-appropriate texts, e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing |
| <p>AF8 Range of reading</p> <ul style="list-style-type: none"> participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples read books that are structured differently for a range of purposes, with independence, e.g. manga and graphic novels, comical history series independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters, e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school |
| <p>AF9 Poetry and performance</p> <ul style="list-style-type: none"> learn by heart a wide range of age-appropriate poems prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume |
| <p>AF10 Discussing reading</p> <ul style="list-style-type: none"> usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged, e.g. asking other to justify their opinions and views with evidence for the text explain and discuss their understanding of what they have read, through formal presentations and debates provide explanations for their views, e.g. I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to |

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| Date: | Target AF(s): |
| Text: | Commentary (planned key questions, responses, next steps, etc.): |
| Pages: | |
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