

Lawley Primary School Assessment Statement Descriptors B 2015-2016

Name:	Autumn:	Spring:	Summer:
Entering		Developed	
Entering		Secure	
<p>Reading Skill 1 Decoder</p>	<ul style="list-style-type: none"> • Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks • Read on sight a range of high frequency words from NLS appendix 2 • Identify syllables in order to read polysyllabic words • Blend and segment long vowel phonemes • Notices when reading does not make sense • Reads ahead and self corrects • Recognises some common prefixes and regular verb endings • <u>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</u> • <u>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</u> • <u>Read accurately words of two or more syllables that contain the same graphemes as above</u> • <u>Read words containing common suffixes</u> 	<ul style="list-style-type: none"> • Recognise a range of prefixes and suffixes to construct the meanings of words in context • Read fluently with intonation, expression and regard for punctuation • Recognises the function of the apostrophe in common words; <i>I'm can't don't etc.</i> • Recognises and reads a range of consonant digraphs; <i>kn, wr, ph etc;</i> • <u>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</u> • <u>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</u> • <u>Re-read these books to build up their fluency and confidence in word reading.</u> • <u>Checking that the text makes sense to them as they read and correcting inaccurate reading</u> 	<ul style="list-style-type: none"> • Read a range of fiction and non-fiction texts independently, using known strategies appropriately to establish meaning • Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression • Recognise the full range of consonant digraphs • Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context • Begin to make use of context to work out the meanings of unfamiliar words • <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</u>
<p>Reading Skill 2 Comprehender</p>	<ul style="list-style-type: none"> • Generate questions before reading and use bibliographic knowledge to help retrieve specific information • Use an understanding of the structure of non-chronological reports and explanations to make predictions • Retelling of story more independent and refers to most of the main events and characters • Evaluate the usefulness of the information in a particular text for answering questions • Understand how to use alphabetically ordered texts to retrieve information • Discuss and comment on the structure of a narrative • Responds to features of presentation in text, e.g. capitalisation and bold type 	<ul style="list-style-type: none"> • Retell a story clearly and with appropriate detail • Extract information from the text and discuss orally with reference to the text • Understand where to go to find answers • Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting • Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations • Uses some organisational devices to locate Information: index, contents, headings, uses appropriate terminology 	<ul style="list-style-type: none"> • Show understanding of main points with reference to the text • Recognise the main differences between fiction and non-fiction texts • Can read closely to obtain specific information, extracting information from the text and make notes using quotation and reference to the text • Start to use alphabetically ordered texts to find information • Identify the features of different text types • Understand the purpose of the paragraph • Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts

	<ul style="list-style-type: none"> • <u>Discussing the sequence of events in books and how items of information are related</u> • <u>Being introduced to non-fiction books that are structured in different ways</u> • <u>Answering and asking questions</u> • <u>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</u> 		
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Reading Skill 3 Reading Detective	<ul style="list-style-type: none"> • Go beyond own experience or general impression and refer to text to explain meaning • Make predictions using experience of reading books written by the same author or based on similar themes • Make simple inferences about thoughts and feelings and reasons for actions • Respond to main characters, events and settings by making simple inferences about thoughts and feelings (Also AF6) - <i>Henry is feeling excited about the party</i> • <u>Predicting what might happen on the basis of what has been read so far</u> 	<ul style="list-style-type: none"> • Identify key themes and discuss reasons for events in stories • Be aware of underlying themes and ideas within a text • Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere • Discusses reasons for, or causes of, incidents in the story • Identifies and discusses character and begins to speculate how they might behave • Begins to generate questions before reading and locates answers in text • <u>Making inferences on the basis of what is being said and done</u> 	<ul style="list-style-type: none"> • Explore underlying themes and ideas making clear reference to the text • Make plausible predictions based on knowledge of the text, or of books by the same author or of similar themes • Discuss the actions of the main characters and Justify views using evidence from the text. • Summarise the main points from a passage or a text • With support begin to make inferences about characters' actions in a story based upon evidence from the text • Identifies and discusses character, speculating how they might behave, giving reasons • <u>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</u> • <u>Drawing on what they already know or on background information and vocabulary provided by the teacher</u>
Reading Skill 4 Language Lover	<ul style="list-style-type: none"> • Identify how vocabulary choice affects meaning - <i>'Crept lets you know that he is trying to be quiet'</i> • <u>Recognising simple recurring literary language in stories and poetry</u> • <u>Discussing their favourite words and phrases</u> 	<ul style="list-style-type: none"> • Identify and comment on vocabulary and literary features - <i>'All fairy tales start with Once Upon a Time...'</i> • <u>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</u> 	<ul style="list-style-type: none"> • Identify where language is used to create mood or build tension
Reading Skill 5	<ul style="list-style-type: none"> • Make choices about which texts to read based on 	<ul style="list-style-type: none"> • Continue to make choices about which texts to 	<ul style="list-style-type: none"> • Starts to identify the author's main purpose

Responder	<p>prior reading experience and bibliographic knowledge</p> <ul style="list-style-type: none"> • Responds to main characters, events and settings by making simple inferences about thoughts and feelings (Also AF3) • Understand why the writer is writing - <i>'She wants you to know how to make a kite'</i> 	<p>read based on prior reading experience and bibliographic knowledge</p> <ul style="list-style-type: none"> • Able to respond when questioned about extensions or alternatives to events and actions and feelings created by the story • Understand what the writer might be thinking - <i>'He thinks they are being mean'</i> • <u>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</u> 	<p>for writing - <i>'He doesn't want any more turtles to be killed'</i></p>
Reading Skill 6 Big Reader	<ul style="list-style-type: none"> • Continues to relate what they read to their own • <u>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</u> 	<ul style="list-style-type: none"> • Continues to relate what they read to their own • <u>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</u> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Continues to relate what they read to their own