

# St Paul's CE Primary School – Reading Assessment Sheet

Year Six			
	Working Towards	Expected	Greater Depth
Word	<p>Reads fluently, confidently and independently. With some support, determines the meaning of new words.</p>	<p>Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).</p>	<p>Confidently reads a wider range of challenging texts that are above chronological age with fluency and understanding.</p>
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- Frequently reading both fiction and non-fiction.</li> <li>- Showing awareness of the audience making use of appropriate intonation when reading aloud.</li> <li>- Continuing to build an increasing familiarity with a wide range of books and texts.</li> <li>- Comparing and contrasting the conventions of different types of writing with some support using technical terms.</li> <li>- Explaining the themes within a text and making references to support them.</li> <li>- Knowing the difference between fact and opinion and with support can spotting examples in a given text.</li> <li>- Efficiently retrieving non-fiction information, summarising the main ideas and makes notes.</li> <li>- Drawing inferences and making predictions based on details which are stated and implied</li> </ul>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- Frequently choosing to read for enjoyment both fiction and non-fiction.</li> <li>- Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the audience.</li> <li>- Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice.</li> <li>- Learning a wide range of poetry by heart.</li> <li>- Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text.</li> <li>- Commenting on how language, including figurative language, is used to contribute to meaning</li> <li>- Asking questions about a text. e.g. context and comparison with other texts.</li> <li>- Drawing inference from a wide range of texts (e.g. plays, Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>- Making predictions based on details stated and implied.</li> <li>- Distinguishing independently between statements of fact and opinion.</li> <li>- In non-fiction, retrieving records and presents information to other readers both formally and informally.</li> <li>- Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts.</li> <li>- Explaining and discussing their understanding of what they have read independently or texts that have been read to the individual. e.g. through formal presentations and debates.</li> </ul>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- Confidently performing given texts including poems, using a wide range of devices to engage the audience and for effect.</li> <li>- Recommending authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.</li> <li>- Comparing language, structure and presentation across texts and debating which is most effective.</li> <li>- Critically analysing the use of language, including figurative language and how it is used for effect, challenging key ideas within a text.</li> <li>- Reading extended texts, including novels, examining how characters change and develop, drawing inferences based on indirect clues, justifying their thinking.</li> <li>- Giving counter-arguments to an alternative viewpoint, based on evidence from the text.</li> <li>- Analysing texts and drawing out key information to support their own research, summarising the main ideas in a text.</li> <li>- Comparing and contrasting characters within one text and across other texts.</li> <li>- Categorising texts according to different criterion, including key themes and conventions.</li> <li>- Being motivated to independently use reading to retrieve and investigate information across a wide range of non-fiction texts.</li> </ul>

Name: \_\_\_\_\_

Autumn  Spring  Summer