

Priestley Primary School
Reading Assessment Steps
 Steps 13 - 15



Yr4	Read	Retrieve	Explore and Analyse	Deduce and Infer
End of Year Expectations				
	<ul style="list-style-type: none"> Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> Retrieve and record information from nonfiction Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> To discuss their understanding and explain the meaning of words in context Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence
	15.3 Mastering I can read all words, including exception words, aloud with pace, fluency and expression, taking punctuation and author's intent into account	15.3 Mastering Clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences	15.3 Mastering I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act	15.3 Mastering I can confidently discuss syntax, word classes and other devices using the appropriate meta language to explain my ideas about what I have read.
13.2	<ul style="list-style-type: none"> I can read all words aloud with pace, fluency and expression, taking punctuation and author's intent into account 	13.2 <ul style="list-style-type: none"> I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes 	13.2 <ul style="list-style-type: none"> I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. 	13.2 <ul style="list-style-type: none"> I can work out the meaning of unknown words from the way they are used in context
13.1	<ul style="list-style-type: none"> I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word 	13.1 <ul style="list-style-type: none"> I can refer to the text to support opinions and elaborate (sum up what I have found/discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views). 	13.1 <ul style="list-style-type: none"> I can discuss how and why the text affects the reader and refer back to the text to back up a point of view. 	13.1 <ul style="list-style-type: none"> I can confidently discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and education skills.
12.2	<ul style="list-style-type: none"> I can read a range of appropriate texts fluently and accurately, including exception words. 	12.2 <ul style="list-style-type: none"> I can skim and scan to identify key ideas and answer questions from a text 	12.2 <ul style="list-style-type: none"> I can compare and talk about the structures and features of a range of nonfiction texts 	12.2 <ul style="list-style-type: none"> I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs)
12.1	<ul style="list-style-type: none"> I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-por-tant). 	12.1 <ul style="list-style-type: none"> I can refer to the text to support opinions and predictions (sum up what I have found/discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views). 	12.1 <ul style="list-style-type: none"> I am beginning to read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act 	12.1 <ul style="list-style-type: none"> I can infer and deduce meaning based on evidence drawn from different points in the text.
11.2	<ul style="list-style-type: none"> I can usually read a range of appropriate texts with fluency and accuracy. 	11.2 <ul style="list-style-type: none"> I can use knowledge of text structure to locate information 	11.2 <ul style="list-style-type: none"> I can identify the various features of fiction genres (e.g. science fiction, adventure, mystery etc) 	11.2 <ul style="list-style-type: none"> I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs)
11.1	<ul style="list-style-type: none"> I can recognise prefixes and suffixes in words. 	11.1 <ul style="list-style-type: none"> I can predict what might happen by quoting directly from the text 	11.1 <ul style="list-style-type: none"> I can talk about the author's choice of language and its effect on the reader in a 	11.1 <ul style="list-style-type: none"> I can infer meaning, using evidence from the text and wider experience

			range of texts	
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- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.
- Ask questions to clarify understanding.
- Identify main themes/ideas based on evidence drawn from different points in the text.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- AT this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.