

**Priestley Primary School**  
**Reading Assessment Steps**  
Steps 10 - 12



Yr3	Read	Retrieve	Explore and Analyse	Deduce and Infer
End of Year Expectations				
<ul style="list-style-type: none"><li>Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li><li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li></ul>		<ul style="list-style-type: none"><li>Retrieve and record information from non-fiction and fiction</li></ul>	<ul style="list-style-type: none"><li>Use dictionaries to check the meaning of words that they have read</li><li>Identify how language, structure and presentation contribute to meaning</li><li>Discuss words and phrases that capture the reader's interest and imagination</li><li>Recognise some different forms of poetry</li><li>Identify themes and conventions in a wide range of books</li></ul>	<ul style="list-style-type: none"><li>To discuss their understanding and explain the meaning of words in context</li><li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence</li><li>Predict what might happen from details stated and implied</li><li>Identify main themes from more than one paragraph and summarise</li></ul>
12-3 Mastering I can read aloud fluently and confidently, taking all appropriate punctuation into account.		12-3 Mastering I can summarise a text, using direct quotes to support my ideas	12-3 Mastering I am familiar with different types of text and I can begin to explain the differences between them.	12-3 Mastering I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act
12.2	<ul style="list-style-type: none"><li>I can read most Year 3/4 HFW, understanding the correspondence between spelling and sound</li></ul>	12.2 <ul style="list-style-type: none"><li>I can locate information by skimming(for a general impression and scanning (to locate specific information)</li></ul>	12.2 <ul style="list-style-type: none"><li>Use a dictionary, understanding how to look up words and find out their meanings.</li><li>I understand the differences in structure and presentation and can identify language features of some different text types.</li></ul>	12.2 <ul style="list-style-type: none"><li>I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs)</li><li>I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act</li></ul>
12.1	<ul style="list-style-type: none"><li>I can read aloud with intonation and expression, taking in account higher grade higher grade punctuation, including ... () –</li></ul>	12.1 <ul style="list-style-type: none"><li>I am able to quote directly from the text to support thoughts and discussions</li></ul>	12.1 <ul style="list-style-type: none"><li>I can clarify the meaning of unfamiliar words and/or phrases in context</li><li>I recognize different forms of poetry.</li><li>I can identify themes and conventions in a wide range of books.</li></ul>	12.1 <ul style="list-style-type: none"><li>I can justify and elaborate on opinions and predictions with reference to the text</li><li>I can summarise and explain the main points in a text, referring back to the text to support this</li></ul>
11.2	<ul style="list-style-type: none"><li>I can read some Year 3/4 HFW, understanding the correspondence between spelling and sound</li></ul>	11.2 <ul style="list-style-type: none"><li>I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin)</li></ul>	11.2 <ul style="list-style-type: none"><li>I can comment on author's choice of language to create mood and build tension</li><li>I can explain potential meanings of unfamiliar words read in context</li></ul>	11.2 <ul style="list-style-type: none"><li>I can clarify the meanings of ambitious and unfamiliar words and/or phrases in context</li><li>I can explain how and why main characters act in certain ways in a story, using evidence from the text</li><li>When prompted, I can justify and elaborate on opinions and predictions</li></ul>
11.1	<ul style="list-style-type: none"><li>I can read aloud with expression and intonation taking into account . ? , ! “ ”</li></ul>	11.1 <ul style="list-style-type: none"><li>I am able to use an example from the text to support my ideas</li></ul>	11.1 <ul style="list-style-type: none"><li>I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts</li></ul>	11.1
10.2	<ul style="list-style-type: none"><li>I can read all Year 1 &amp; 2 HFW</li></ul>	10.2 <ul style="list-style-type: none"><li>I can summarise and explain the main</li></ul>	10.2 <ul style="list-style-type: none"><li>Begin to use knowledge of alphabet to</li></ul>	10.2 <ul style="list-style-type: none"><li>I can explore potential meaning of</li></ul>

10.1	<ul style="list-style-type: none"> <li>I can read aloud using a range of strategies appropriately, including decoding, to establish meaning</li> </ul>	10.1	<p>points in a text.</p> <ul style="list-style-type: none"> <li>I understand that I can refer back to a text I have read to find information</li> </ul>	10.1	<p>locate information and meaning (dictionary/index)</p> <ul style="list-style-type: none"> <li>I can identify where language is used to create mood, build tension or 'paint a picture'</li> <li>I can explore the meaning of ambitious or unfamiliar words in context</li> <li>I can briefly summarise the difference between a fiction and non-fiction text, giving example</li> </ul>	10.1	<p>ambitious and unfamiliar vocabulary read in context</p> <ul style="list-style-type: none"> <li>I can explain how and why main characters act in certain ways in a story</li> <li>I can predict what might happen in a story</li> <li>I can explore some straightforward underlying themes and ideas</li> </ul>
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- Continue to develop a positive attitude to reading and understand what is read.
- Familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally.
- Listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and reading for a range of purposes.
- To check that the text makes sense.
- To ask questions to improve understanding.
- 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.