



Willow Fields Primary School Assessment- READING BAND 2

Pupil Name _____

Class / Yr Group _____

	Word	Comprehension	Inference	Text structure and organisation	Language for Effect	Themes and Conventions
	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6/7 – identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader. Relate texts to their social, cultural and historical traditions
BAND 2	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain graphemes for all 40+ phonemes</p> <p>Recognise alternative sounds for graphemes</p> <p>Read accurately words of 2 or more syllables that contain the same graphemes as above</p> <p>Understand both the books they have read accurately and fluently and those they have listened to by checking that the text makes sense as they read and correct inaccurate reading</p> <p>Read words containing common suffixes e.g. <i>-ing, -ed, er</i></p> <p>Read common exception words, noting unusual correspondences between spelling and sounds and where these occur in the word e.g. <i>could, again</i></p> <p>Read most words quickly and accurately and fluently, without overt sounding and blending when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build fluency and confidence in word reading</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p> <p>Understand both the books they have read accurately and fluently and those they have listened to by drawing on what they know or information provided by the teacher</p> <p>Answer and ask questions by locating straightforward information in texts, e.g. <i>about characters, topics</i></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing the sequence of events in stories and how items of information are related</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming familiar with and retelling a wider range of stories, fairy stories etc</p> <p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Understand both the books that they have read accurately and fluently and those that they have listened to by answering questions and making inferences on the basis of what is said and done</p> <p>Make inferences on the basis of what is said and done in a book that they are reading independently</p> <p>Understand both the books that they have read accurately and fluently and those that they have listened to by answering and asking questions and making links</p> <p>Make inferences based on cause and effect e.g. <i>what has prompted characters behaviour... 'She started to behave because she knew her Mum had sweets in her bag' or 'the children were cold and tired because they had to work in the mine all day'</i></p> <p>Use personal experience to respond to texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></p> <p>Understand both the books that they have read accurately and fluently and those that they have listened to by predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those they can read independently taking turns and listening to what others say</p>	<p>Show awareness of basic features of organisation at text level e.g. <i>beginning and ending of story or 'each bit tells about different things you can do at the zoo'</i></p> <p>Show some awareness of types of punctuation when reading</p> <p>Recite some poems learnt by heart with appropriate intonation</p> <p>Understand that non-fiction texts are structured in different ways e.g. <i>'it tells about all the different things you can do at the zoo,'</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases e.g. <i>"slimy" is a good word to describe a slug</i></p> <p>Recognise patterns of literary language e.g. <i>once upon a time, first, next, last</i></p> <p>Discuss and clarify meanings of some new vocabulary e.g. <i>squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy</i></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</p>	<p>Express personal opinion about texts with some additional comment e.g. <i>'I like books about animals because I have pets' or 'I don't like...'</i></p> <p>Make connections between texts e.g. <i>this is like a traditional tale because....</i></p> <p>Show some awareness of the purpose of text e.g. <i>'it tells you how to...'</i> <i>'it tells you where animals live'</i></p> <p>Show some awareness that writers have viewpoints and purposes, e.g. <i>'it tells you how to do something' or 'she thinks it's not fair'</i></p> <p>Make some simple connections between texts identified, e.g. <i>similarities in plot, topic, or books by same author, about same characters</i></p> <p>Some awareness that books are set in different times and places</p> <p>Explain and discuss their understanding of books, poems and other material both that they listen to and those they read for themselves</p>

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