



Willow Fields Primary School Assessment – READING BAND 3

Pupil Name _____

Class / 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 3	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1 pp. 59-65) Including: dis-, mis-, in-, im-, ir- and suffixes including -ly</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling (NC Appendix 1). e.g. <i>although, weight, eight</i></p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Use a range of strategies effectively to read with fluency, understanding and expression</p> <p>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>	<p>Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</p> <p>Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books inc fairy stories, myths and legends and retell some of these orally</p> <p>Maintain positive attitudes to reading and understand what they read by identifying themes</p> <p>Understand what they read independently by checking that the text makes sense, discuss their understanding of and explain the meaning of the words in context</p> <p>Understand what they read independently by asking questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction using contents page and indexes to locate information</p> <p>Participate in reasoned discussion about books, poems and other material that is read to them and those they read themselves, taking turns and listening to what others say</p>	<p>Understand what they read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify with evidence e.g. <i>'he wasn't happy there – that's why he ran away'</i></p> <p>Understand what they read independently by predicting what might happen from details stated and implied e.g. <i>'I think he will run away because even though it doesn't say that he doesn't like her brother, there are clues'</i></p> <p>Understand what they have read independently by identifying main ideas from more than one paragraph and summarise these e.g. <i>use evidence from across a text to explain events and / or ideas</i></p>	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes</p> <p>Show some awareness of the purpose if texts e.g. it tells you how to..... it tells you where the animals live....</p> <p>Understand what they have read independently by identifying how language, structure and presentation contribute to meaning</p>	<p>Maintain positive attitudes to reading and understanding of what they have read by identifying and discussing words used by the author to capture interest and imagination e.g. <i>“devastated” is a good word to use to show he is upset'</i></p>	<p>Identify themes and conventions in a wide range of books e.g. greeting in letters, a diary written in the first person</p> <p>Comment on and identifying the main purpose of a range of texts e.g. <i>'I can use this book to find out about...'</i></p> <p>Identify author viewpoint e.g. <i>'the writer wants us to be afraid of him by saying he has a scar across his face'</i></p> <p>Making simple connections between texts e.g. <i>similarities in plot, topic, or books from the same author, about same characters.</i></p> <p>Recognising some features of the context of texts e.g. <i>historical setting, social or cultural back ground.</i></p>