



Willow Fields Primary School Assessment – READING BAND 4

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 4	<p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words inc re-, sub-, inter-, super-, anti-, auto-, -ation, -ous (NC Appendix 1)</p> <p>Read and decode further exception words accurately, noting unusual correspondence between spelling and sound and where these occur in the word (with reference to spelling NC appendix 1)</p> <p>Use a range of strategies effectively to read with fluency, understanding and expression</p> <p>Maintain positive attitudes to reading and understanding what they have read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding what they have read by reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding what they have read by reading a wide range of books including fairy stories, myths and legends and retell some of these orally</p>	<p>Understand what they read independently by checking the book makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Understand what they read independently by asking questions to improve their understanding of texts of increasing complexity</p> <p>Retrieve and record information from non-fiction over a wide range of subjects <i>including: history, geography and science textbooks, information leaflets and theatre programmes</i></p> <p>Ask reasoned questions to improve their understanding of a text</p> <p>Understand what they read independently by identifying the main ideas drawn from more than one paragraph and summarising these</p> <p>Participate in clear, reasoned discussion about books, poems and other material that is read to them and those they can read themselves, taking turns and listening to what others say</p>	<p>Understand what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, based on evidence across the text and justifying inferences with evidence clearly taken from the text e.g. <i>'It's all about suffering and how difficult it was for the explorers: the food, weather, communications etc.'</i></p> <p>Understand what they read independently by predicting what might happen from detail stated and implied using evidence from different parts of the text 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>Maintain positive attitudes to reading and understanding what they have read by using dictionaries to check the meaning of words that they have read</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Understand what they read independently by identifying how language, structure and presentation contribute to meaning including: -paragraphs -use of pronouns for cohesion -inverted commas for speech -apostrophes for possession -fronted adverbials</p> <p>Identify how organisation and presentation contributes to meaning e.g. <i>'the writer uses bullet points for the main reasons'</i></p> <p>Recite some different forms of poetry e.g. free verse, haiku, narrative poetry etc</p>	<p>Maintain positive attitudes to reading and understanding what they have read by discussing words and phrases that capture the readers interest and imagination</p> <p>Discuss and evaluate the authors use of language, including figurative language and the impact on the reader e.g. <i>disgraceful is a good word to show how upset he is with her behaviour</i></p> <p>Identify some basic features of writer's use of language e.g. <i>'the author uses lots of questions to make you want to read on and find out what happens next'</i></p>	<p>Explain and discuss their understanding of what they have read providing reasoned justification for their views</p> <p>Maintain positive attitudes to reading and understanding what they have read by identifying themes and conventions in a wide range of books e.g. <i>loss or heroism - 'These authors explore sorrow and loss of loved ones' or 'In this play, Shakespeare shows us how brave the main character is and he does the same in this play by...'</i></p> <p>Identify conventions of different types of writing e.g. <i>use of first person in writing diaries and autobiographies</i></p> <p>Identify the main purpose in a text, e.g. <i>'it's all about why going to the dentist is important and how you should look after your teeth'</i></p> <p>Comment on writer's viewpoint e.g. <i>'he only tells you good things about the farm and makes the shop sound boring'</i></p> <p>Comment on overall effect on reader, e.g. <i>'the way she describes him as "rat like" and "shifty" makes you think he's disgusting'</i></p> <p>Comment on the effect that the reader's or writer's context has on the meaning of texts, e.g. <i>historical context, place, social relationships</i></p>