



Willow Fields Primary School Assessment – READING BAND 6

Pupil Name \_\_\_\_\_

Class/Yr Group \_\_\_\_\_

|        | Reading   | 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 6 | <p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet</p> <p>Read aloud and understand the meaning of new words that they meet linked to the expectations of Year 6 spelling</p> <p>Maintain positive attitudes to reading and understanding of what they have read by reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what they have read by increasing their familiarity with a wide range of books including:<br/>-literary heritage books<br/>-other cultures<br/>-other traditions</p> <p>Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency</p> <p>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others ideas and challenging views courteously and with clear reasoning</p> | <p>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> | <p>Provide reasoned justifications for their views</p>                   |  | <p>Understand what they have read by identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> | <p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions across a wide range of writing</p> <p>Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books</p> |