

Reading Assessment Outcomes

| Skills | Stage 4 |
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| Word Reading | <ul style="list-style-type: none"> •Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. •Read further exception words, noting the unusual correspondences between spelling and sound. •I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. •Read age-appropriate books with confidence and fluency without undue hesitation. |
| Comprehension | <ul style="list-style-type: none"> •I know which books to select for specific purposes, especially in relation to science, geography and history learning. •Use a dictionary to check the meaning of unfamiliar words. •Discuss and record words and phrases that writers uses to engage and impact on the reader. •Identify themes and conventions in different texts. •Identify main themes drawn from more than one paragraph and summarise •Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. •Discuss understanding and explain the meaning of words in context. •Ask relevant questions to improve my understanding of a text. •Infer meanings and begin to justify them with evidence from the text. •Predict what might happen from details stated and from the information I have deduced. •Identify where a writer has used precise word choices for effect to impact on the reader. •Identify some text type organisational features, for example, narrative, explanation and persuasion. •Retrieve and record information from non-fiction texts. •Build on others' ideas and opinions about a text in discussion. |
| Additional Guidance | |
| Greater Depth Examples | <ul style="list-style-type: none"> •Locate and use information from a range of sources, both fiction and non-fiction. •Compare fictional accounts in historical novels with the factual account. •Appreciate the bias in persuasive writing, including articles and advertisements. •Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. •Use inference and deduction to work out the characteristics of different people from a story. •Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary). •Skim, scan and organise non-fiction information under different headings. •Refer to the text to support predictions and opinions. •Recognise complex sentences. •Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest. |