

Reading assessment guidelines

Standard 3 Group name:

Names of children:

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| <p>AF1 Word reading</p> <ul style="list-style-type: none"> read applying their 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, e.g. uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness read further exception words with unusual correspondences between spelling and sound, e.g. calendar, grammar, guide, heart, naughty, strength |
| <p>AF2 Understanding</p> <ul style="list-style-type: none"> usually use a dictionary independently to check the meaning of words they have read, e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context, e.g. foul (filthy) and foul in sport, foul play in crime usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts, e.g. I wonder how Tom knew what the rules of all the games were? when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text |
| <p>AF3 Inference</p> <ul style="list-style-type: none"> begin to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text, e.g. Aunt Fidget Wonkham-Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget it in a hurry. She wants to change his behaviour |
| <p>AF4 Prediction</p> <ul style="list-style-type: none"> usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader, e.g. Well, we know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games |
| <p>AF5 Non-fiction</p> <ul style="list-style-type: none"> usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L) |
| <p>AF6 Authorial intent</p> <ul style="list-style-type: none"> usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, e.g. I love the names of the games they play like wobble and sneedball, it makes me want to join in usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text, e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in non-fiction texts and uses them to extract more meaning |
| <p>AF7 Familiarity with texts</p> <ul style="list-style-type: none"> independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally identify and discuss themes and conventions in a wide range of age-appropriate books, e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings |
| <p>AF8 Range of reading</p> <ul style="list-style-type: none"> listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading, e.g. reference books for information, novels and poetry for pleasure |
| <p>AF9 Poetry and performance</p> <ul style="list-style-type: none"> independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts identify and name some different forms of poetry, e.g. free verse, narrative poetry |
| <p>AF10 Discussing reading</p> <ul style="list-style-type: none"> usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening), e.g. takes part in whole-class discussions after a shared read and participates in guided reading sessions, building on what others say, challenging others courteously and being challenged and responding appropriately in turn |

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| Date: | Target AF(s): |
| Text: | Commentary (planned key questions, responses, next steps, etc.): |
| Pages: | |
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