

Stage 4 - Reading Assessment Sheet

Childs name:	Academic year:	Class Teacher:	Class:
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	Date	Date	Date
Decoder Targets			
I can recognise and understand an even greater variety of prefixes and suffixes			
I can read on sight all of the words from year $\frac{3}{4}$ spelling list			
Visualiser Targets			
I can describe character traits as well as appearance using details from the text			
Connector Targets			
I can empathise with a character in fiction and non-fiction by finding connections with my own life			
I can use my background knowledge of the world and my topic learning to understand texts from different times and cultures			
Predictor Targets			
I can make predictions with evidence from the text and with my knowledge of wider reading (e.g. 'I know this is a ghost story so I predict that they will go into into the house and it will be haunted').			
Looking Question Targets			
I can recognize some different forms of poetry (e.g. haiku, riddle, acrostic)			
I can identify features of different fiction genres			
I can retrieve information from texts using skimming, scanning and text marking			

Clue Question Targets

I can begin to identify and comment on different points of view in the text

I can use my background knowledge and clues in the text to justify my inferences when reading stories, poetry and non-fiction

I can write down my ideas about what I have read in a clear way, using evidence from the text to justify my ideas

Thinking Question Targets

I can use my Philosophy skills from P4C sessions to contribute to discussions about the deeper meaning, message or theme of more complex texts (fiction and non-fiction)

I can recommend books that I have read to my peers, giving text-based reasons for my choices

Summariser Targets

I can identify main ideas drawn from more than one paragraph and can summarise these

Word Wizard Targets

I can comment on the choice of the language to create moods and build tension (e.g. 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught').

Clarifier Targets (These strategies to be practised in all year groups)

I am always checking that what I am reading makes sense

I can SLOW DOWN my reading speed when it is more difficult to understand so I can read it carefully

I can sound out a word I do not understand, then blend it out loud to see if the sound of the word reminds me of a word I know

Context Clues: I can use clues in the text, including pictures, to make a good guess at the meaning of a word I do not know

I can stop when I do not know a word, and read the whole sentence again to see if I can make a good guess at what it might mean

I can ask someone for help in clarifying a word or an idea

I can discuss what new words mean, linking new meanings to those already known

I can look for chunks in words I might recognise, like prefixes, suffixes and smaller words inside bigger words (morphology)

I can use a dictionary

Substitute another word: I can try using a different word that I know in the place of an unknown word in a sentence and see if it makes sense