

Stage 5 - Reading Assessment Sheet

Childs name:	Academic year:	Class Teacher:	Class:
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	Date	Date	Date
Decoder Targets			
I can recognise where words are an exception to the rule and decode them			
I can respond to more sophisticated punctuation			
Visualiser Targets			
I can select key moments, or central themes, to illustrate in stories and information texts, using subtle clues from more complex texts and understanding of genre			
Connector Targets			
I can compare stories, poems or non-fiction texts, and find connections between texts			
I can participate in discussions about books, connecting my ideas to what others say and challenging views respectfully with interesting questions			
Predictor Targets			
I can confidently retrieve information from texts			
I can confirm or change my predictions as I am reading and explain why with reference to the twists and turns of the plot			
Looking Question Targets			
I can identify clues that tell me when or where a story is set (e.g. 'The girls were wearing red petticoats, which they wore in Victorian times')			

Clue Question Targets

I can ask my own clue questions and make sure I get a full answer from someone else, with reference to the text

I can explain my understanding of a text in written answers that are clear and use evidence from the text

I can identify clues that tell me when or where a story is set (e.g. 'The girls were wearing red petticoats, which they wore in Victorian times')

Thinking Question Targets

Through discussion, I can explain what I think about issues raised in more complex non-fiction texts (e.g. what is life like for a killer whale? Was Shackleton brave or foolish?)

I can evaluate specific texts with reference to text types (e.g. 'It is a persuasive text because the photo of the shot elephant is shocking and is a powerful message against hunting').

I can explain how the author wants the reader to respond (e.g. WW1 propaganda posters)

I can identify themes in what I read, such as loss or heroism, in fiction and non-fiction, and ask my own thinking questions about them

I can compare themes and characters across a range of texts (e.g. How does this compare to...?)

Summariser Targets

I can summarise the main ideas drawn from more than one paragraph in non-fiction texts and stories, and leave out unimportant events

I can learn a range of poetry by heart and recite them with expression

Word Wizard Targets			
I can identify and describe the styles of different writers and poets			
I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose (metaphor, simile etc)			
I can identify how style and vocabulary are linked to the purpose of the text (e.g. 'Common sense tells us that...' in a persuasive text)			
I can identify and describe the styles of different writers and poets			
Clarifier Targets (These strategies to be practised in all year groups)			
<p>I am always checking that what I am reading makes sense</p> <p>I can SLOW DOWN my reading speed when it is more difficult to understand so I can read it carefully</p> <p>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</p> <p>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</p> <p>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</p> <p>I can ask someone for help in clarifying a word or an idea</p> <p>I can discuss what new words mean, linking new meanings to those already known</p> <p>I can look for chunks in words I might recognise, like prefixes, suffixes and smaller words inside bigger words (morphology)</p> <p>I can use a dictionary</p> <p>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</p>			