THE
THINKING
SCHOOLS
FEDERATION

Stage 6 - Reading Assessment Sheet

Childs name:	Academic year:	Class Teacher:	Class:

	Date	Date	Date
Decoder Targets			
I can maintain fluency and accuracy when reading complex sentences with subordinate clauses and challenging words			
I can use connectives as signposts to a change in tone			
I can cope with different colloquialisms, dialects and specialist vocabulary			
Visualiser Targets			
I can use subtle clues from complex texts to describe key themes, characters, events, settings, ideas. This could be in words, drama or illustration			
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 use my knowledge of genres and authors to make reasoned predictions that are justified by evidence in the text that is stated or implied; and can adjust my predictions as I read			

Looking Question Targets

I can comment on and explain the writer's use of language features (e.g. the rhythm of the poem is like the rhythm of the train).			
I can identify, analyse and evaluate the styles of individual writers and poets, providing evidence and justifying opinions			
I can articulate personal responses to literature, identifying how and why the texts affect the reader (author intent)			
I can discuss how the language choices support the writer's theme and purpose in non-fiction texts			

Clue Question Targets

I can write detailed written answers (when appropriate) that explain my understanding of what I have read, using evidence from the text to justify my answers			
I can explain what I am reading is fact or opinion			
I can identify explicit and implicit points of view (e.g. WW1 propaganda posters, advertising)			
I can make more subtle inferences from close reading of more complex texts such as poetry			

Thinking Question Targets

I can identify different accounts of the same event and compare viewpoints, within a text and across more than one text			
I can discuss narrative plots			
I can respond critically to issues raised in stories, locating evidence in the text, exploring alternative courses of action and evaluating the author's solutions			

Summariser Targets

I can summarise a complex text in only a few words using new vocabulary			

Word Wizard Targets			
I can retrieve, evaluate and record relevant information from more complex information texts using organisational features (e.g. contents, index, glossary, captions, subheadings etc)			
I can consistently ask and answer looking questions that clearly establish the main event, character or idea in a text			
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			