



# Reading Assessment - North Baddesley Junior School



Band 1 (21 statements)	Band 2 (22 statements)	Band 3 (16 statements)	Band 4 (16 statements)	Band 5 (14 statements)	Band 6 (11 statements)
<p>Word Reading apply phonic knowledge and skills as the route to decode words</p>	<p>Word Reading continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>	<p>Word Reading apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1</p>	<p>Word Reading apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1</p>	<p>Word Reading read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Word Reading read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p>
<p>Word Reading respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>Word Reading read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>Word Reading read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Word Reading read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p>
<p>Word Reading read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Word Reading read accurately words of two or more syllables that contain graphemes taught so far</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p>
<p>Word Reading read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Word Reading read words containing common suffixes</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p>	<p>Comprehension maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p>



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<p>Word Reading</p> <p>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>Word Reading</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</p>
<p>Word Reading</p> <p>read other words of more than one syllable that contain taught GPCs</p>	<p>Word Reading</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</p>
<p>read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p>	<p>read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Comprehension</p> <p>understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>
<p>Word Reading</p> <p>read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words</p>	<p>Word Reading</p> <p>re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</p>	<p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</p>	<p>Comprehension</p> <p>understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</p>	<p>Comprehension</p> <p>understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p>



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<p><b>Word Reading</b> re-read phonically decodable books to build up fluency and confidence in word reading</p>	<p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p><b>Comprehension</b> understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words</p>	<p><b>Comprehension</b> understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context</p>	<p><b>Comprehension</b> understand what he/she reads by asking questions to improve his/her understanding of complex texts</p>	<p><b>Comprehension</b> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
<p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p>	<p><b>Comprehension</b> understand what he/she reads by asking questions to improve his/her understanding of a text</p>	<p><b>Comprehension</b> understand what he/she reads by asking questions to improve his/her understanding of text with increasing complexity</p>	<p><b>Comprehension</b> understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><b>Comprehension</b> explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
<p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences</p>	<p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p><b>Comprehension</b> understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><b>Comprehension</b> understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</p>	<p><b>Comprehension</b> understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</p>	<p><b>Comprehension</b> provide reasoned justifications for his/her views</p>
<p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p><b>Comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</p>	<p><b>Comprehension</b> understand what he/she reads by predicting what might happen from details stated</p>	<p><b>Comprehension</b> understand what he/she reads by predicting what might happen from details stated and implied</p>	<p><b>Comprehension</b> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	



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<p>Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Comprehension understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these</p>	<p>Comprehension understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these</p>	<p>Comprehension distinguish between statements of fact and opinion</p>	
<p>Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p>	<p>Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases</p>	<p>Comprehension understand what he/she reads by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</p>	<p>Comprehension understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials</p>	<p>Comprehension retrieve, record and present information from non-fiction</p>	
<p>Comprehension understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher</p>	<p>Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Comprehension retrieve and record information from non-fiction</p>	<p>Comprehension retrieve and record information from non-fiction over a wide range of subjects</p>		
<p>Comprehension understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading</p>	<p>Comprehension understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher</p>	<p>Comprehension participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>Comprehension participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>		



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<p>Comprehension understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events</p>	<p>Comprehension understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading</p>	
<p>Comprehension understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done</p>	<p>Comprehension understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done</p>	
<p>Comprehension understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far</p>	<p>Comprehension understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions</p>	
<p>Comprehension participate in discussion about what is read to him/her, taking turns and listening to what others say</p>	<p>Comprehension understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far</p>	
<p>explain clearly his/her understanding of what is read to him/her</p>	<p>participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say</p>	
	<p>Comprehension explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself</p>	