



St Augustine's Assessment Criteria for Reading

This document provides guidance on the progression of skills in reading, organised into these areas:

Word Reading; Comprehension; Responding to Text; Inference; Language for Effect; Themes and Conventions.

Some of the assessment criteria are written in **bold** – this signifies aspects of the curriculum which are a key focus for the age group in question. Judgements about the 'step' in which children are working need to take into account all of the reading criteria, but with particular regard to the statements in bold. It is essential that judgements are made based on the appropriate level of complexity of the text. Advice on this is included on each year group grid.

Teachers should base their summative judgements upon the extent to which a pupil is showing a secure grasp of those skills, using a 'best fit' approach. Teachers will therefore need to consider:

- the NOFAN approach (Never, Occasionally, Frequently, Always, Naturally) which represents the process of becoming **secure** in a new skill. For the purposes of this system, 'Frequently' showing evidence of understanding of a skill, i.e. the skill has been seen applied in a range of different situations, is taken to mean a **secure grasp** of that skill
- the overall proportion of the criteria in which a child is showing a secure grasp

In general, the approach to deciding the 'step' in which child is working is as follows:

- consider which skills the child has shown evidence of working securely in
- evaluate the overall proportion of the skills that have been achieved and determine the 'step'. For example the steps A1/2/3 based on curriculum expectations for Y1:
 - at least 25% of skills (including up to 25% of bold statements) = A0
 - between 25-60% (including between 25-60% of bold statements) = A1
 - between 60-80% of skills (including 60-80% of bold statements) = A2
 - between 80-100% of skills (including 80-100% of bold statements) = A3

The percentages have been converted into the number of statements for each year group. The end of year A.R.E is highlighted on each grid in order for teachers to easily see where children should be by the end of the academic year.

St Augustine's Assessment Criteria for Phase A Steps 0/1/2/3 (based on curriculum expectations for Year 1)

Reading across a range of texts – Blue, Green, Orange

Name:

Class:

Academic Year:

Word Reading

- applies phonic knowledge and skills as the route to decode words
- responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- reads other words of more than one syllable that contain taught GPCs
- reads words with contractions (e.g. I'm, I'll), and understand that the apostrophe represents the omitted letter(s)
- reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-reads these books to build up their fluency and confidence in word reading
- takes account of simple punctuation as they read aloud e.g. full stops, question marks and exclamation marks
- identifies complete sentences

Responding to Text

- participates in discussion about what is read to them, taking turns and listening to what others say, led by an adult
- explains their understanding of texts that are pitched beyond the level they can read independently
- asks questions to clarify

Inference

- identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle'
- comments on things that interest them
- expresses preferences linked to own experiences e.g. 'I like going to the beach too'
- with support, justifies their views about texts they have had read to them e.g. uses the word 'because'

Language for Effect

- begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction
- recognises patterns in texts, e.g. repeated phrases and refrains

Comprehension

- re-reads to self-correct if meaning is lost
- identifies the beginning, middle and end of stories and pattern in poetry
- identifies how non-fiction texts are sequenced
- retrieves key information from a text
- identifies the meaning of vocabulary in context
- identifies typical phrases e.g. story openings and endings
- predicts events and endings
- uses different voices for characters when reading dialogue aloud
- uses different voice pitch to indicate whether they are reading an exclamation or question
- observes the punctuation and uses this to aid understanding
- reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy
- connects what they read or hear to their own experiences

Themes and Conventions

- understands that there is a range of non-fiction texts e.g. different layouts for instructions, non-fiction books etc
- identifies simple and recurring literary language
- discusses the significance of the title
- knows the voice telling the story is called the narrator

- Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Not yet secure in any of these skills
– refer to ELG or P-levels

Some of these aspects secure
(up to 9 statements, including up to 5 of bold statements)
= AO

Many of these aspects secure
(10-22 statements, including 5-12 of bold statements)
= AI

Most of these aspects secure
(23-29 statements, including 13-16 of bold statements)
= A2

Almost all of these aspects secure
(30-37 statements, including 17-21 of bold statements)
= A3

St Augustine's Assessment Criteria for Phase A Steps 4/5/6 (based on curriculum expectations for Year 2)

Reading across a range of texts – Turquoise, Purple, Gold, White

Name:

Class:

Academic Year:

Word Reading

- continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- reads accurately words of two or more syllables that contain the same graphemes as above
- reads words containing common suffixes
- reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-reads these books to build up their fluency and confidence in word reading
- takes account of a range of punctuation as they read aloud e.g. full stops and commas, using it to keep track of longer sentences

Comprehension

- self-corrects spontaneously and at the point of error
- identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?'
- identifies words and phrases that link events
- begins to understand that written language (standard English) has conventions that don't apply in spoken language
- identifies evidence of change as a result of events, for example in character behaviour
- explains how the way a character speaks reflects their personality
- predicts some key events of a story based on the settings described in the story opening
- explains differences between fiction and non-fiction
- understands that books can be used to find things out, and is beginning to do so
- retrieves information stated within in text (may not be obvious)
- uses evidence from a text – may look through the book to help them remember or use information
- shows awareness of use of features of organisation e.g. index, bold headings
- recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response
- sustains interest in longer narratives e.g. a short chapter book
- sustains silent reading most of the time
- recognises that information is grouped according to subject
- begins to use dictionaries, glossaries and indexes to locate meanings and information

Responding to Text

- participates in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say, supported by an adult
- understands why a writer has written a text e.g. 'This book gives you information about...'
- shows developing preferences through book choices
- with support, justifies their views about what they have read

Inference

- predicts with increasing accuracy during reading and then adapts prediction in the light of new information
- demonstrates empathy with characters referring to descriptions and actions
- makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she...'
- evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why
- recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself

Language for Effect

- discusses effective language choices, e.g. 'slimy' is a good word there because...
- identifies how settings are created using specific vocabulary that creates imagery
- identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed..." or ...he shouted
- identifies that adverbs help to tell us how the character is feeling
- refers back to the text for evidence

Themes and Conventions

- identifies simple literary language e.g. words/phrases that identify a traditional tale/ narrative/ story
- identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour
- identifies elements of an author's style e.g. familiar characters, settings or common themes

- Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology) noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma

Some of these aspects secure (up to 11 statements) = not yet A+.
Refer to AO/1/2/3 sheet

Many of these aspects secure (12-26 statements, including 6-15 of bold statements) = A4

Most of these aspects secure (27-35 statements, including 16-20 of bold statements) = A5

Almost all of these aspects secure (36-44 statements, including 21-25 of bold statements) = A6

All aspects secure, now going 'deeper and broader' = A+

St Augustine's Assessment Criteria for Phase B Steps 1/2/3 (based on curriculum expectations for Year 3)

Reading across a range of texts – Lime to Silver

Name:

Class:

Academic Year:

Word Reading

- applies their growing knowledge of most simple root words, prefixes and suffixes (English Appendix) both to read and understand new words
- reads further exception words, noting the spelling
- reads out loud confidently, understanding how to use a range of punctuation, including inverted commas
- uses the context of a sentence to help read unfamiliar words

Responding to Text

- with prompts, participates in discussion about books and explains and discusses ideas, keeping a focus on the topic
- makes a response to the text that goes beyond simple likes and dislikes, justifying their views about what they have read
- identifies and evaluates how language, structure and presentation contribute to meaning and effectiveness of a text e.g. understands what the writer might be thinking e.g. 'He thinks they are being unfair.'
- begins to identify and comment on different points of view in the text
- with prompts, recommends books they have read, giving reasons for their choices

Comprehension

- analyses and compares plot structure
- suggests reasons for actions and events
- identifies and understands meanings of a wide range of conjunctions used to link events together
- recognises different narrative genres
- comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension
- predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct
- extracts information from tables and charts
- identifies new vocabulary and sentence structure and discusses to develop understanding
- uses dictionaries independently to check meaning of new vocabulary
- asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'
- retrieves information from text where there is competing (distracting) information
- uses contents pages and indexes to locate, retrieve and record information from non-fiction texts
- summarises main ideas from a text
- recognises the move from general to specific detail
- notices the difference between 1st and 3rd person accounts

Inference

- infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story
- identifies evidence of relationship between characters based on dialogue and behaviour
- identifies with characters and makes links with own experiences when making judgements about the characters' actions
- refers back to the text for evidence when explaining

Language for Effect

- can explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, e.g. 'What other words/phrases in this passage tell us that he is a sinister character?'
- identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?
- identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up
- analyses the use of language to set scenes, build tension or create suspense
- comments on use of language using terminology including alliteration, rhythm, rhyme, simile

Themes and Conventions

- begins to identify themes across texts e.g. friendship, good and evil, bullying, the use of magical devices in fairy stories
- identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions
- identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning
- recognises some different forms of poetry e.g. haiku, limerick, narrative poetry

- Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology) preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Some of these aspects secure (up to 10 statements) = not yet B1. Refer to A4/5/6 sheet

Many of these aspects secure (11-23 statements, including 5-12 of bold statements) = B1

Most of these aspects secure (24-31 statements, including 13-16 of bold statements) = B2

Almost all of these aspects secure (32-39 statements, including 17-20 of bold statements) = B3

St Augustine's Assessment Criteria for Phase B Steps 4/5/6 (based on curriculum expectations for Year 4)

Reading across a range of texts from Silver to Dark Blue

Name:

Class:

Academic Year:

Word Reading

- independently applies their knowledge of all age-related root words, prefixes and suffixes (English Appendix 1) both to read and understand new words
- reads all age-related exception words independently, noting the unusual correspondence between spelling and sound
- reads out loud confidently, understanding how to use a greater range of punctuation e.g. ellipses
- tests out different pronunciations to read longer words

Comprehension

- recognises the introduction, build-up, climax or conflict and resolution in narrative
- identifies how specific words and phrases link sections, paragraphs and chapters
- identifies events that are presented in more detail and those that are skimmed over
- understands how a setting is created using small details and longer descriptions
- summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in 'The Angel of Nitshill Road'
- retrieves information from text where there is competing (distracting) information
- summarises the main ideas of a non-fiction text
- analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint
- distinguishes between fact and opinion
- analyses how poetry is structured and its effect on the reader
- explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them
- explains and justifies an opinion on the resolution of an issue/whole narrative
- explores alternative outcomes to an issue
- exemplifies the move between generalisations and specific information

Themes and Conventions

- identifies the structure and features of a range of non-fiction, narrative and poetry texts
 - identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc.
 - analyses how structural and presentational features contribute to purpose in a range of texts
 - identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning
- Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology)

Responding to Text

- participates in discussion about books and explains and discusses their understanding of what they have read e.g. through the use of pre-read questions to prepare for discussion
- makes a response to the text e.g. likes, dislikes, puzzles and patterns
- expresses personal preferences regarding the work of significant authors/poets
- independently recommends books they have read, giving reasons for their choices
- identifies how language, structure, and presentation contribute to the meaning of different types of writing e.g. understand how the author wants the reader to respond
- listens to the opinions of others and adjusts own thinking/understanding where appropriate

Inference

- identifies techniques used by the author to persuade the reader to feel sympathy or dislike
- justifies opinions of particular characters
- comments on differences between what characters say and what they do
- explains similarities and differences with own experiences
- predicts on the basis of mood or atmosphere how a character will behave in a particular setting
- comments on the way key characters respond to a problem
- makes deductions about characters' motives and feelings that lie behind words and action and explain whether their behaviour was predictable or unexpected

Language for Effect

- notices key words and phrases used to convey passing of time to introduce paragraphs or chapters
- notes examples of descriptive language and explains the mood or atmosphere they create
- identifies figurative and expressive language that builds a fuller picture of a character
- identifies the way descriptive language and small details are used to build an impression of an unfamiliar place
- analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives
- identifies key words and phrases as evidence when making a point
- understands how authors use a variety of sentence constructions e.g. relative clauses to add detail
- identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed.
- evaluates texts for their appeal for the intended audience

Some of these aspects secure (up to 11 statements) = not yet B4.
Refer to BI/2/3 sheet

Many of these aspects secure (12-26 statements, including 5-12 of bold statements) = B4

Most of these aspects secure (27-36 statements, including 13-16 of bold statements) = B5

Almost all of these aspects secure (37-45 statements including 17-20 of bold statements) = B6

All aspects secure, now going 'deeper and broader' = B+

St Augustine's Assessment Criteria for Phase C Steps 1/2/3 (based on curriculum expectations for Year 5)

Reading across a range of texts – Dark Blue to Dark Red

Name:

Class:

Academic Year:

Word Reading

- applies their growing knowledge of all age-related root words, prefixes and suffixes (English Appendix I) both to read and understand new words
- maintains fluency and accuracy when reading complex sentences
- uses knowledge of known words to read unknown words

Comprehension

- analyses paragraph structures in similar texts noting and commenting on similarities and differences
- notes how cohesion is achieved in different ways
- analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text
- identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader
- recognises the style of different authors and recognises their intended audience
- retrieves information, referring to more than one place in the text, and where there is competing (distracting) information
- identifies balanced or biased viewpoints and discusses texts which explore more than one perspective on an issue
- checks whether viewpoint changes in the story
- identifies how an author varies pace by using direct or reported speech at different points in the story
- comments on how a character is built and presented, referring to dialogue, action and description
- refines questions to deepen understanding of a text e.g. can generate a further question, based on an initial question, that takes the group's thinking further
- analyses information from tables and charts and can incorporate this information into a summary of the whole text
- retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text
- summarises main ideas from more than one text to support note taking
- summarises ideas across paragraphs, identifying key details that support the main ideas
- identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context

Themes and Conventions

- identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout
- identifies conventions across a range of non-fiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/ breached/ignored. Offer reasons for why the author may have chosen to do this
- notes words and phrases in pre-twentieth century writing which have changed their meaning over time
- learns a wider range of poetry by heart

Responding to Text

- participates in increasingly independent discussions about books read to them and those they have read themselves, referring to the text to explain their views
- begins to explain and discuss what they have read through a range of means e.g. formal presentations and debate
- maintains a focus of their topic during discussion and begins to use notes
- takes turns in discussions and responds to what others say
- expresses personal viewpoints and predictions in response to a text, working towards independence
- provides reasoned justifications for views and uses evidence to support
- Independently recommends books to their peers, referring to the text to explain their views

Inference

- provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text
- identifies whether changes in characters met or challenged the reader's expectations
- recognises that characters may have different perspectives in the story
- analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes
- considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development
- uses a range of strategies to identify the meaning of new vocabulary
- comments on use of language using terminology including onomatopoeia, metaphor, personification

Language and Effect

- identifies examples of effective description that evoke time or place, commenting both on word and sentence choice
- uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect
- explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text
- identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader
- shows understanding through emphasis, intonation and volume when performing
- 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
- Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology) modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Some of these aspects secure (up to 11 statements) = not yet CI. Refer to B4/5/6 sheet

Many of these aspects secure (12-26 statements, including 5-11 of bold statements) = CI

Most of these aspects secure (27-35 statements, including 12-15 of bold statements) = C2

Almost all of these aspects secure (36-44 statements, including 16-19 of bold statements) = C3

St Augustine's Assessment Criteria for Phase C Steps 4/5/6 (based on curriculum expectations for Year 6)

Reading across a range of texts – Dark Red onwards

Name:

Class:

Academic Year:

Word Reading

- Independently apply their knowledge of all age-related root words, prefixes and suffixes (English Appendix I) both to read and understand new words
- Use different features of language in poetry and prose e.g. dialect.
- Use different features of language such as abbreviations, colloquialisms and specialist vocabulary
- Apply spelling, grammar and punctuation knowledge to read confidently with appropriate phrasing and intonation

Comprehension

- identifies how authors use a range of narrative structures e.g. *stories within stories, flashbacks* and can demonstrate understanding by re-telling/writing the narrative using a different structure
- notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of adverbials/conjunctions such as 'on the other hand'
- retrieves information, referring to more than one place in the text, and where there is competing (distracting) information
- analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour
- analyses why and how scene changes are made and how they affect characters and events
- recognises how the author of non-fiction texts expresses, sequences and links points
- distinguishes between implicit and explicit points of view
- summarises competing views
- draws reasoned conclusions from non-fiction texts which present differences of opinion
- explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader
- explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading
- identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody

Language for Effect

- analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc.
- prepares 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

- Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Responding to Text

- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- expresses and justifies personal preferences regarding significant authors/poets with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily
- generates open questions to explore a range of possibilities and justifies responses in relation to the text
- discusses main ideas from a text within a group and summarises the discussion
- makes comparisons within and across books
- recommends books that they have read to their peers, giving reasons for their choices

Inference

- draws inferences such as characters' feelings, thoughts and motives from their actions, using information from different parts of the text
- considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage
- explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because but now I understand why
- predicts what might happen from details stated and implied
- justifies agreement or disagreement with narrator's point of view when evaluating a text
- compares the way characters are portrayed in a book and the film version noting where a character has been portrayed in subtly different ways in the two media, drawing on precise, and sometimes implicit, evidence from the text

Themes and Conventions

- identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text
- identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups
- provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres
- explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.

Some of these aspects secure (up to 9 statements) = not yet C+. Refer to CI/2/3 sheet

Many of these aspects secure (10-21 statements including 3-8 of bold statements) = C+

Most of these aspects secure (22-28 statements including 9-10 of bold statements) = C5

Almost all of these aspects secure (29-35 statements including 11-13 of bold statements) = C6

All aspects secure, now going 'deeper and broader' = C+ See 'Moving beyond'

St Augustine's Assessment Criteria – Moving Beyond Phase C

Reading – across a range of texts

Name:

Class:

Academic Year:

Comprehension

- uses selective quotation and identifies specific detail from across a text/texts to support main ideas or argument; summarises these effectively
- identifies how a line of argument develops
- summarises complex plots
- identifies devices and vocabulary choices that provide emphasis or commentary and understands how this reinforces the writer's viewpoint e.g. repetition across a text, the use of quotation marks for ironic effect or to create distance
- identifies and explains how features of layout help to locate information, or guide the reader across print and electronic text types texts
- comments on how features relating to organisation at a text level contribute to the effects achieved, for example the use of analogy, the build up to a twist in the tale, the use of rhythm or rhyme in poetry
- comments critically on different parts of the writing e.g. what wasn't necessary, credibility in plotting
- recognises the usefulness of statistics, quotations and how these might be subject to bias or selective interpretation
- demonstrates that conclusions are based on evidence e.g. can explain how an author has come to adopt a particular viewpoint
- uses technical terms to indicate, discuss and evaluate vocabulary choice, sentence construction and the use of figurative language (word classes, units of meaning, poetic devices)

Comprehension/Inference

- develops responses to texts by speculating, formulating hypotheses and moving beyond initial thoughts and ideas; challenges own perceptions and considers alternative points of view
- explains what the author wants the reader to think, quoting text as appropriate to justify viewpoint

Inference

- uses deduction and inference by drawing on evidence across larger sections of the text sometimes referring to events in an earlier chapter
- considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage and, with support, can consider how readers at the time may have interpreted the text differently

Language for Effect

- identifies different layers of meaning and attempts to explore the links created, e.g. associations arising from vocabulary choice in imagery; connotations arising from a persuasive speech

Themes and Conventions

- discusses themes and motives within the text and takes note of how they are developed
- discusses how contexts in which texts are written and read affect meaning, for example how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time

